Poli Sci 104E Environmental Law and Policy
Spring 2017
Monday, Wednesday, Friday, 11 am – 11:50 am

Instructor: Deborah Seligsohn
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Office Hours: Wednesdays, 1-3 pm
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 to both me and your TAs in a professional manner. Not only is it polite, it is good practice for the work world.

Your TAs are:

Jonathan Shalfi
jshalfi@ucsd.edu
office hours: Thursday, 2-3 pm, SSB 324

Tim Naple
tnaplejr@ucsd.edu
Monday, 12-1 pm, room TBA

Goals of this course:
Students will be able to

• Identify key laws and regulations governing environmental issues in the United States
• Analyze and apply how these laws address specific environmental issues
• Identify key government and nongovernment players involved in the environmental policy and enforcement process.
• Identify the interests of different players.
• Analyze how these multiple interests affect the establishment and enforcement of laws.
• 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 economic growth, wildlife protection, concerns about development and change
• Strengthen specific skills – spoken presentation skills, oral and written feedback, written analysis
• Develop the capacity to apply the content of this class to real world situations as an engaged citizen and in employment

Materials:

To bring to class:
Clicker: Please obtain a clicker, register it for this class on TritonEd, and bring it to class every day. We will be using the clicker for multiple purposes throughout lecture.

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 full participation grade. 2) To take notes. We will be using a combination of lecture and group work in the class, but through all part of the class, 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.

To own at home:
Textbook: Environmental Politics and Policy, 10th edition, by Walter A Rosenbaum. It is on sale at the bookstore, and is also available in rentals and for purchase and rental as an e-book. If you want to use an earlier edition, you are responsible for figuring out what is missing from the most recent update. I also strongly recommend not going back any further than the 9th edition. You are better off using the latest edition, but if you are willing to compare with a friend who has the most recent edition you can probably find the changes.

Other readings and assignments will involve materials available on line.

Requirements:

1. Class attendance: Your active attendance is required. We will be using clickers. You will have the opportunity to test your knowledge using the clickers and compare opinions and analysis within the class community. There will be opportunities to discuss ideas and concepts with others in the class one-on-one and in small groups, and active discussion is expected. Your participation grade is based on active participation. Knowledge test questions in class are there to help you assess your own knowledge, but you will not be penalized for making mistakes. The key point is to learn and progress.
2. **Exams:** There will be a midterm May 3 (in class) and a final Friday June 16, 11:30 am. A fundamental principle of this class is No Surprises. I will give you the possible exam questions in advance, and then will select the question to answer from a hat on exam day. I encourage you to prepare outlines and sample answers. You may not bring this material into the exam, but if you prepare you will do well on the exams. You will also have the opportunity to submit suggested questions for each exam for bonus credit. You will receive 2 extra points to your final grade for submitting a thoughtful question and another 2 points if I add your question to those actually in the hat for the exam.

3. **Project:** You will do a research project on a specific organization and how it addresses a specific environmental issue. This is your opportunity to choose an issue and an institution that particularly interests you. The project involves the following parts:

1. **Submit project proposal, due on TritonEd April 19 before class.** On TritonEd submit a short description of what you will be doing:
   a. Describe the problem that you are investigating. Write at least two sentences specifying the exact environmental issue.
   b. Describe the office, agency, NGO or think tank that has a role in the issue. Give one or two sentences on what the institution is, and then another sentence or two on what their role is.
   c. Give the links to at least 3 websites where you have found useful information on the topic and the organization.

2. **Prepare a 15 minute powerpoint or similar presentation software (keynote, etc.), due in class May 15.** You will present to your classmates – either from a printout, or bring a laptop – up to you, but you’ll need to bring 2 printout copies to give to your classmates to take notes and review. Your presentation should describe the environmental problem you’ve researched, what the arguments are for regulation or other government action, what the arguments are against such regulation or action, what the current status is, what the role of the institution you researched is in the process. Give an analysis. Has this institution made a difference? What is that difference specifically? What more should be done? Would another approach be better?

You will be presenting your power point to two other classmates and then receiving their feedback.

Once you receive the feedback from your classmates you will have the opportunity to revise your presentation and present it once again.

For grading purposes, you will hand in on TritonEd (1) the annotated copies of your original and revised powerpoint presentations, (2) a short, one-page reflection (in Q&A format, I’ll give you the questions) on how the presentation went and how you revised it based on feedback, (3) your feedback forms for your classmates. The package is due May 22.
3. *Mock job application cover letter, due on TritonEd before class May 26.* You will write a letter to the organization you presented on in your powerpoint project. You can either look on line and see if there is an entry level job at the organization that you can address or you can make up a job type that they are likely to have that you are seeking. I’m happy to discuss with you the type of job to specify. Use the information you have gathered for your presentation to write a clear letter explaining your interest in their organization and your background and skills (including your specific research on an area they work on) and how you can contribute. This letter should be typewritten on a single page, single-spaced. Realistically, you would refer to an attached resume, but you don’t have to write a resume for the assignment.

4. **Earth Day.**

Earth Day is April 22. Do something for Earth Day. It does not have to be in any way political – you are welcome to visit a national park or a city landfill or anything related to an issue we are studying – but it can be political if you would like. Then post on our class Earth Day Page on TritonEd to share your experience – you can post photos, drawings, a paragraph, a poem. Extra points for creativity.

*Please post by before class April 26.*

UCSD has lots of Earth Month related activities, starting April 4. You can attend these events and/or develop your own. As students interested in environmental issues, I hope you find a number of these of interest: [http://ucsdnews.ucsd.edu/feature/uc_san_diegos_2017_earth_month_using_science_to_protect_the_planet?utm_campaign=thisweek&utm_medium=email&utm_source=tw-2017-03-23](http://ucsdnews.ucsd.edu/feature/uc_san_diegos_2017_earth_month_using_science_to_protect_the_planet?utm_campaign=thisweek&utm_medium=email&utm_source=tw-2017-03-23)

**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 hard work and focus. I will work to ensure there are no surprises. All the requirements are set out in advance. The questions will be there for you to prepare. The project will be the largest part of the grade and that is entirely dependent on your hard work and preparation.

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<th>Components</th>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Midterm</td>
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<td>Final</td>
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<td>Project Proposal</td>
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<td>Project Presentation and response papers</td>
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<td>Job Cover Letter</td>
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<td>Earth Day</td>
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**Plan for the Course:**
Week 1, April 3-7

Preparation for lectures, April 5 and 7:

Please read:

1. This syllabus.


3. Tragedy of the Commons
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.)

4. Coase theorem = emissions trading
Please watch this Youtube video: https://www.youtube.com/watch?v=00HPak2RLlQ

April 3: What is an environmental policy class?

April 5: Why do we need policy?

April 7: Market Failure and the Need for Regulation
Description of major assignment – you should start looking for the topic and the institution you want to research

Week 2, April 10 – 14

Preparation for this week:
Please read:

1. Rosenbaum, Chapter 1, pp. 7-25., Chapter 2, pp. 38-58

3. Description of the Environmental Movement David Walls  
http://www.sonoma.edu/users/w/wallsd/environmental-movement.shtml

And please watch:  

If you don’t have time to watch the whole thing, you can watch the following parts:  
1st ten minutes  
minutes 21:44 to 26  
and then minute 58 to the end (about an hour)

April 10: Where we came from – The Environmental Movement  
April 12: Where we came from – Environmental Regulation  
April 14: Where we came from – Interest Groups

Week 3, April 17 – 21

Preparation for this week:  
Please read:  
Rosenbaum, Chapter 2, pp 69-73, Chapter 3 – pp. 79-122, Chapter 4, pp. pp. 127-145

And please watch:  
Congressional Delegation – Crash Course: Government and Politics, PBS, #13  
https://www.youtube.com/watch?v=UVboes68PkQ

April 17: The Governmental Process  
April 19: The Governmental Process 2, Project Proposal due

April 21 – Science (precautionary principle)

April 22 – Earth Day – assignment – do something and post it

Week 4, April 24-28
Preparation for this week:

Please read:

1. Rosenbaum, Chapter 4, pp, Chapter 5, pp. 163 – 190, Chapter 6, pp. 195-216


Please watch:
Marginal Revolution University, “Trading Pollution: How Pollution Permits Paradoxically Reduce Emissions” https://www.youtube.com/watch?v=9tUb3MDrgEc

April 24: Standard Setting – Cost-benefit analysis

April 26: Command and control – air pollution regulation
Earth Day Assignment Due – post your contribution on the bulletin board in TritonEd before class

April 28: Cap and trade – market-based mechanisms

Week 5, May 1-5

May 1: Midterm Review

May 3: Midterm

Preparation for May 5 and 8:

Since this unit covers a Friday and a Monday, please watch the two videos – the PBS and Vox videos by Friday May 5, and complete the reading by Monday, May 8.

Flint water crisis

As you watch the videos and read about the ultimate outcome, pay attention to how much prevention would have cost and how much the response has cost and will cost.

PBS News Hour, Jan. 20, 2016 https://www.youtube.com/watch?v=W5rgnf8wLNe

Flint’s Water Crisis, explained in 3 minutes, Vox, Jan. 21, 2016
https://www.youtube.com/watch?v=NUSiLOwkrJw

Detroit Free Press, March 28, 2017

Others face the same problem:


Overall information on water regulation:

Please read Rosenbaum, pp. 216-233

May 5: Water Pollution 1

**Week 6, May 8 -12**

May 8: Water Pollution 2

Preparation for May 10 and 12, Toxics

Please Read: Rosenbaum, Ch 7, pp. 237-267

Take a look at information on Stringfellow Canyon, Glen Avon (zip code 92509)
See what information you can get on the CA government site:
http://www.envirostor.dtsc.ca.gov/public/
Compare that area to the area around UCSD, elsewhere in San Diego and where you live

Look it up on the EPA Toxics Release Inventory https://www.epa.gov/toxics-release-inventory-tri-program
Again compare toxics at that site with your own area and with La Jolla

May 10: The Challenge of toxic materials

May 12: The role of freedom of information
**Week 7, May 15-19**

*Project Week: Your presentations are due to be presented in class first on May 15, then revised and presented again May 19*

Preparation for week 7:

Please watch:

Please read:

Rosenbaum, Chapter 9, pp. 313-354

May 15: Presentation 1, bring 2 print copies for your classmates

May 17: Biodiversity/Protected Areas 1
*Feedback comments (download and fill in the form on TritonEd), due to both your classmates and as a TritonEd submission*

May 19: Presentation 2

**Week 8, May 22-26**

Environmental Justice, Rosenbaum pp. 145-157

Consider how environmental justice is addressed at the state level here in California.

Environmental justice: [https://www.epa.gov/environmentaljustice/learn-about-environmental-justice](https://www.epa.gov/environmentaljustice/learn-about-environmental-justice)

Skim the whole report. Pay particular attention to the section at the beginning on the CalEnviroScreen and then toward the end of the report where the CalEnviroScreen is explained in further detail. Consider 3 questions: 1. How is your own community faring? 2. Which communities in California are most affected? 3. What role do both race and economic status play in who is affected?

May 22: Environmental Justice
Full Presentation package due on TritonEd, your revised and annotated powerpoint presentation with notes on how you revised it in light of original feedback, and your reflections on the presentation (additional form to download and fill out)

May 24: Guest lecture City Councilmember David Alvarez, Chair of the San Diego City Council Environment Committee
https://www.sandiego.gov/citycouncil/cd8/about

May 26: Biodiversity/Protected Areas 2
Mock job application cover letter due before class today.

Week 9, May 31 and June 2

Please prepare:

Please read:
Rosenbaum, Chapter 8, pp. 273-307

“Donald Trump’s power plan: Why US coal jobs are not coming back”
https://www.ft.com/content/7dd52826-13a8-11e7-80f4-13e067d5072c

Please watch:

Christiana Figueres, “The inside story of the Paris climate agreement,”
https://www.youtube.com/watch?v=MIA_1xQc7x8

May 29 – Holiday

May 31: Energy and Environmental Externalities

June 2: Energy and Climate Change

Week 10, June 5-9

Please watch:

“The Hole - A film on the Montreal Protocol, narrated by Sir David Attenborough,”
https://www.youtube.com/watch?v=OINKJNWtSiE This was actually a film shown to delegates last year at the Kigali meeting. The State Department link below will give you the outcome. If you have read the syllabus to here, please send me an e-mail before April 7, and you’ll receive an extra point on your final grade.

https://www.youtube.com/watch?v=6ezl0ky45CQ

Please read:

http://www.nytimes.com/2013/12/10/science/the-montreal-protocol-a-little-treaty-that-could.html?_r=0

State Department, “The Montreal Protocol on Substances that Deplete the Ozone Layer,”
https://www.state.gov/e/oes/eqt/chemicalpollution/83007.htm

Rosenbaum, chapter 10, pp. 357-387

Please take a look at the US EPA’s Climate Change pages:
https://www.epa.gov/climatechange
Download EPA’s climate change indicators for 2016 and find and download the California State Fact Sheet – look at both to see impacts for California.

Dan Merica, “What Trump's climate change order accomplishes -- and what it doesn't,”

June 5: Ozone Depletion and the Montreal Protocol

June 7: Climate Change and the Paris Agreement

June 9: Review Session

Exam – June 16, 11:30 am