

ENVS 25: Environmental Policy and Economics – Summer Session II, 2013  
Monday & Wednesday 1:00-4:30 – Baskin Auditorium 101

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**Office Hrs:** Wednesdays, 4:30-5:30 or by appointment

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**Office Hrs:** Mondays 11:30-12:30 or by appointment

### ***COURSE DESCRIPTION AND OVERVIEW***

Environmental policy issues are situated within historical developments in political and economic systems. This course introduces some of the key concepts of politics and economics by examining the processes which have given rise to environmental issues, their social and political perception, and institutional responses. Each topic addressed will be embedded within one or more case-study and thematic investigations focusing on population, poverty, conservation, free/fair trade, energy, and international policy-making.

Because this is a summer session course, it will inherently be challenging to keep pace with the reading and lecture schedule. For success in the course, it is critically important that course participants are prepared to do a considerable amount of work outside of class. This is a condensed summer course so the reading and writing schedule will be particularly rigorous. It is important that everyone stays up to date on the readings so that we all may meaningfully participate in the class discussions. All readings should be completed *before* the class for which they are assigned.

### ***COURSE REQUIREMENTS***

#### **Important Dates**

- **Assignments:** Due dates listed below ~ due at the beginning of class
- **Midterm Examination:** August 11
- **Final Examination:** August 27

#### **Grading**

Class Participation: 8 pts

Assignments (6 assignments: 7 pts each): 42 pts

Midterm Exam: 20 pts

Final Exam: 30 pts

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Total: 100 points

### **Attendance**

Students are expected to **attend all sessions** and to engage critically with the readings and the issues that are discussed. Each class session will build upon previous sessions. If you anticipate missing a class meeting, you must send an email to a **teaching assistant prior to** the class meeting time with a valid excuse. If you do not do so, your absence will be considered unexcused. Because there are only ten sessions total in this course in the summer session, **any unexcused or more than one excused absence will result in 5 pts docked. Three absences will result in failing the class.**

### **Readings**

Course readings are an integral part of the learning process, prepare you for lecture material, and contain material that will not be presented in lecture. Additional readings may be announced during the course and will be made available to students on eCommons. Material from the readings *will* appear on pop quizzes and exams even though it may not be presented in lecture. Do the reading; succeeding in the course will be difficult otherwise.

Course texts are available at the UCSC bookstore:

- Goodstein, E. (2004). *Economics and the Environment (4th or 5th Edition)*. John Wiley & Sons, Inc.: NY, NY
- Hertsgaard, M. (1999). *Earth Odyssey: Around the World in Search of our Environmental Future*. Broadway Books: NY, NY
- Winston, A. (2014). *The Big Pivot: Radically Practical Strategies for a Hotter, Scarcer, and More Open World*. Harvard Business Review Press.

### **eCommons**

Course information will be available through eCommons (<https://ecommons.ucsc.edu/xsl-portal>), including lecture slides, additional readings, and announcements. Students should familiarize themselves with eCommons as early in the course as possible. If needed, use information provided on the site under “Startup Help for Students”.

### **Class Participation**

Your participation is valued and will demonstrate your preparation for the class discussions. Points will be awarded for *general participation* (3 pts.) as well as *peer discussion facilitation* of course reading material and current environmental issues in the news (5 pts.).

*General participation* points are attained by asking questions and making comments in class, coming to office hours, and participating actively in discussions.

*Peer discussion facilitation* points will be awarded for being a discussion leader once during the course. During each session, roughly 4 students will present prepared comments to the class and lead a discussion in peer groups. These discussions serve several purposes: To reviews course readings and course content; to share and learn about different opinions among students; to gain experience facilitating peer discussions and speaking in class.

In preparation for leading discussions, peer discussion leaders are required to (1) prepare reactions to reading material, (2) share a recent news article that relates to course concepts, and

(3) pose 2 well-composed, thought provoking questions. To help prepare comments to facilitate the discussion, you may wish to explore the following questions:

- What are the main points or themes in the reading?
- How is this work similar to or different from other course material or your own ideas?
- Where could s/he have explained concepts more deeply/clearly?
- Do you agree with the author's central assertions, theories, or ideas? Why or why not?

### Assignments

All students are required to bring completed assignments to the class sessions noted below. Written assignments must be typewritten, and word lengths and instructions will be included with each assignment. Single-space your work and print double-sided if possible to save paper. Calculation assignments must be completed neatly and legibly or points will be docked. **You must bring a hard copy of the assignment to class. Emailed assignments will not be accepted.** One letter grade of credit will be deducted for each weekday an assignment is late.

You are expected to refer to past readings and lectures as well as additional sources in your assignments. Requirements for citations will be included with instructions for each assignment. **IMPORTANT: In-text citations are markers for the more complete reference at the end of the text. They are not the same thing and both are necessary.** See the instructor or teaching assistant in office hours if you need help constructing proper citations. You will be expected to cite properly and this will be part of the assignment evaluation.

Here are few examples of **in-text citations**:

- *for in-text citations of paraphrased material:*  
In the crucible of news production, as elsewhere, disciplinary practices make individuals both the object of discipline and the instruments of its exercise (Foucault 1979).
- *for in-text citations of quoted material:*  
According to Sharon Dunwoody and Hans Peter Peters, the typical journalist in the U.S. is "even less likely to have majored in science or math than is the average US resident" (Dunwoody & Peters 1992; p. 208).

Here are some examples of **end-of-text citations**:

- *For a book:*  
Goodstein, E. (2004). *Economics and the Environment (4th Edition)*. John Wiley & Sons, Inc.: NY, NY
- *For a book chapter in an edited volume:*  
Christy, J.R. (2003) The Global Warming Fiasco, in *Global Warming and other Eco-Myths: How the Environmental Movement Uses False Science to Scare Us to Death*, Bailey, R. (ed.) Competitive Enterprise Institute/Prima Publishing: Roseville, California, US
- *For an article:*  
Loik, M.E. & J. Harte (1996) High-temperature Tolerance of *Artemisia Tridentata* and *Potentilla Gracilis* Under a Climate Change Manipulation *Oecologia* 108: 224-231.
- *For an internet citation:*  
Fernandez, I.M. 'Everything One Needs to Know about South American Footballers (and More)' (Date Accessed: June 20th, 2006; Date Posted: August, 2005)  
www.chileanfootball.com

- *For a report:*

Watson, R. T. & D. J. Verardo (2000) Summary for Policymakers: Land Use, Land-Use Change, and Forestry. Geneva, Switzerland: Intergovernmental Panel on Climate Change (IPCC)

- *For a newspaper or magazine:*

Daran, Nelson. "Climate Change in the 21 Century." New York Times. April 8, 2004.

Assignment questions will be designed to make you think critically about the class material and will prepare you for the types of written essay questions that you will see on the final exam. Assignments must be written concisely and points raised in the assignments must be elaborated clearly. **Follow directions: Be sure to answer all parts of the question completely.** The assignments are designed to allow you to comment on the material that you are engaging with critically. There is no right or wrong answer; a high quality assignment will be thoughtful, clear, and persuasive. In short, think about what you are learning, explore outside readings, and write clearly about your views.

Plagiarism is not tolerated, and will result in not passing the course, as well as possible university action. If you are unclear as to what plagiarism is, please refer to section 102.012 of the student handbook, <http://www2.ucsc.edu/judicial/handbook.shtml> or see the instructor or one of the teaching assistants.

### **Exams**

The examinations will be closed-book and no-note exams. Dates and times for the examinations are final; there will be no make-ups or alternate dates. The final exam will be cumulative in the sense that it builds from concepts and foundations discussed in the first portion of the course. The content for these examinations will come from lectures as well as required readings. In lecture we will not be able to discuss many important and worthwhile facets of the readings so it will be your responsibility to engage both critically and mindfully with these readings outside of the class sessions.

## **CLASS LECTURE AND READING SCHEDULE**

### **Week 1:**

*Session 1, July 28:* Introduction to Political Economy and the Environment

*Session 2, July 30:* Sustainability

- Case Studies: Fisheries, Corporate Sustainability
- Reading: Goodstein Ch. 2, 6, 7; Hertsgaard – Intro, Ch. 1, 2; Winston – Intro, Ch. 1-4, Afterword

### **Week 2:**

*Session 3, August 4:* Economics & Environment - Markets, Property Rights & Market Failures

- Case Studies: Gasoline Prices and Forest Ownership
- Reading: Goodstein Ch. 3, 4 & 5, Winston, Ch. 5, 9  
Ending Fossil Fuel Subsidies: <http://www.350.org/subsidies-faq>
- **Assignment 1 Due**

*Session 4, August 6:* Poverty, Population, Consumption & Conservation

- Case Study: Forests
- Reading: Goodstein Ch. 11 & 20 (5<sup>th</sup> & 6<sup>th</sup> edition, or Ch 21 in 4<sup>th</sup> ed.) Hertsgaard – Chapters 5, 6 & 7
- **Assignment 2 Due**

### **Week 3:**

*Session 5, August 11:* **MIDTERM**; Globalization, Trade, & the Environment

- **Midterm Exam**
- Case Study: Agriculture
- Reading: Goodstein Ch. 21 (5<sup>th</sup> edition), Ch. 22 (4<sup>th</sup> edition);  
eCommons – Redclift & Sage

*Session 6, August 13:* Decision Making – Cost/Benefit Analysis, Valuation and Uncertainty

- Case Studies: The Three Gorges Dam, China
- Reading: Goodstein Ch. 8, 10; Winston, Ch. 10  
eCommons – New York Times on 3 Gorges Dam
- **Assignment 3 Due**

### **Week 4:**

*Session 7, August 18:* Policy Tools 1 – Command and Control vs. Market Based Policies

- Case Studies: Clean Water Act, Convention on International Trade in Endangered Species (CITES)
- Reading: Goodstein Ch. 12, 13, 14, 15, Ch. 22 (5<sup>th</sup> ed) or Ch 23 (4<sup>th</sup> ed), Hertsgaard Ch. 3 & 4, Winston, Ch. 11; eCommons: New York Times articles on CITES, New York Times article on Clean Water Act and “Navigable Waters”:  
<http://www.nytimes.com/2010/03/01/us/01water.html?pagewanted=2&partner=rss&emc=rss>
- **Assignment 4 Due**

*Session 8, August 20: Policy Tools 2 – Market Based Policies*

- Case Study: Climate Change, Carbon Emissions, and Petroleum Consumption
- Reading: Goodstein Ch. 16, 17; Hertsgaard – Chapter 8, 9 & epilogue, Winston Ch. 6,7,12  
eCommons: New Internationalist – Climate Change Denial
- **Assignment 5 Due**

**Week 5:**

*Session 9, August 25: Policy Tools 3 – Climate Change Policy*

- Case Study: Climate Change and Alternative Energy
- Reading: Winston Ch. 13, New York Times: Fossil Fuels' Hidden Cost Is in Billions, Study Says, available: <http://www.nytimes.com/2009/10/20/science/earth/20fossil.html?partner=rss&emc=rss>  
Breakthrough Institute:  
[http://thebreakthrough.org/blog/2012/04/feedin\\_tariffs\\_levy\\_larger\\_pri.shtml](http://thebreakthrough.org/blog/2012/04/feedin_tariffs_levy_larger_pri.shtml)  
eCommons: Keeping Our Eyes on the Wrong Ball  
eCommons: Beyond Boom and Bust (Breakthrough Institute)
- **Assignment 6 Due**

*Session 10, August 27: FINAL EXAM*