

Instructor: Sarah Carvill

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oh: TuTh 11:00 a.m. – 12:00 p.m., and by appointment

Course Overview and Learning Goals

Environmental Studies 140 has two primary learning goals. The first is to give you a working familiarity with the major federal environmental policies of the United States. For a variety of reasons, this project would be incomplete without some attention to the role of states in environmental policy development, innovation, and implementation, so we will also make forays into the California environmental policy landscape, examining key state laws, and the process by which state agencies implement federal statutes.

We'll also be learning how to learn about policy. This course will introduce you to some analytical approaches and habits of mind that, in time, move public policy out of the realm of laws and dates to be memorized and make it an area of active inquiry— something that you can think critically about and of which you can ask interesting questions. These two goals are complementary: The more you know about how particular policies work, the more attentive you'll be to the differences in their underlying structure, and the possible causes and consequences of those differences; the more exposure you have to the ways scholars have analyzed the politics of policymaking and the efficacies of particular policies, the easier it will be to grasp and retain the basics of particular regulatory programs.

U.S. environmental policy is complex; each major environmental policy has multiple parts, programs, and regulations associated with it, and is marked by successes and failures. Becoming conversant in this area, and in the art and science of policy analysis, is a process that takes many more than five weeks, but we can get started this summer. By the time this course is over, you will have been introduced to the history, politics, and major components of several key environmental policies through readings and lectures; you will also have been exposed to some tools of public policy, and have practiced applying them through in class exercises and a written policy proposal.

Course Requirements

For each class meeting, you will be expected to read 1-4 articles and complete a short online quiz on the assigned readings. If you don't complete the readings, you will be conspicuously unprepared for class. In addition to being awkward for everyone, this will negatively impact your learning and that of your peers, so please do your part and come prepared. For my part, I have worked hard to identify the most clear, succinct, and engaging readings that also deliver substantive content; generally I assign no more than one peer-reviewed journal article or book chapter per class, and any additional readings are relatively short and written for a general audience (e.g., newspaper articles). For those who are interested in more challenging and/or explicitly theoretical content, supplemental readings will be made available on Canvas. You should feel free to bring up any insights from these readings in class or to discuss them with me one-on-one in office hours.

The quizzes will be administered through Canvas and have three goals. First and most importantly, they are intended to help you review and digest the readings; second, they provide extra incentive to complete the readings for those who need it; third, they allow me to assess your collective understanding of the assigned readings prior to class so that I can better tailor my teaching to the group's needs. The quizzes are open book, but your answers should reflect your own independent work. To be considered "on time", you must complete each quiz by 9 a.m. the day of the class in which the corresponding readings are due. Quizzes submitted between 9 a.m. and 1:30 p.m. will receive partial credit.

You will also complete two major pieces of writing for this course. The shorter "action assignment" may take the form of a letter to the editor of a newspaper, an op-ed, a public comment, or a letter to an elected official who represents you at the local, state, or federal level; it is designed to increase your familiarity and comfort with different means of communicating about environmental policy with your government and the broader public. The policy memo assignment will give you an opportunity to delve deeply into an environmental problem or issue that particularly interests you, and to apply what you've learned in the course about policy tools. The memo is due at the end of the session, but you will be required to turn in "down payments" earlier in the course in order to get feedback from me and from your peers. In the last week of class, you will give a short, informal presentation on your work to the group.

The course will also have a final exam, the purpose of which is to provide an added incentive to revisit and review the structure and defining features of the major U.S. environmental policies. The exam will focus on the policy content of the course, but may include questions designed to test your understanding of the various policy tools we will read about.

Another important component in this class is your participation— in discussions, in class activities in groups and pairs, and in peer review sessions. Because we will have a small group, arriving prepared and fully engaging in course activities is absolutely vital not only to your learning but also to the learning of your peers.

Late work compromises my ability to keep up with my grading and to give students' papers the attention they deserve. In the absence of a prior arrangement with the instructor, late work will be docked 10% of the initial grade per day, up to five days, after which papers will not be accepted. Weekends are counted in the 5-day grace period.

Grading

20% Attendance & Participation	10% Action Assignment	20% Final Policy Memo
20% Reading Quizzes	10% Policy Memo Part I & II Draft	20% Final Exam

Summer Session Courses: A Word of Warning

At UCSC, earning 5 course credits mean you have completed 35 classroom hours of study, and about 150 hours of work total. Because what goes on in those classroom hours must be at the college— and in this case, the upper division— level, it is expected that you spend the difference between your in-class study hours and your total study hours preparing for the work you'll do in this classroom. And that is a lot of hours.

I am committed to making this intensive experience a good one for you, and I have carefully planned our course to ensure that each day includes a variety of different kinds of activities to break up the long meeting time. However, nothing I can do changes the basic reality of a compressed course: A lot of work in a little time. My hope is that judicious selection of readings on my part will allow you to get more understanding from less time spent preparing for each class, but that is all the more reason that you must commit to preparing for each class. You also need to do what it takes to ensure that you are awake, alert, and able to talk, listen, and think critically for the full three and a half hours that we are together in class.

I don't think this is necessarily a great way to learn— especially since I'm sure that many of you have jobs or internships this summer— but sometimes, for some people, it can be the best way to learn. Whether you favor the intensive format or not, you're paying to get 5 credits' worth of engagement, knowledge, and understanding in the next five weeks, and it would be a betrayal of you and of this institution if I asked you for anything less. If you are not prepared to give that kind of time and attention to this class and this material, I suggest that you take ENVS 140 in regular session.

Academic Integrity

In the American college and university system, scholars and students use the ideas of their peers and predecessors to build new knowledge and understandings; in interdisciplinary fields such as environmental studies, collaboration is an essential part of problem-solving, and one we emphasize in undergraduate courses. Institutions that depend on the free and open exchange of ideas and information also depend on a culture of academic integrity. Consequently (and as you have probably noticed) there are strong formal and informal sanctions against academic misconduct in this university and in this department. I take plagiarism and cheating very seriously, and I expect that all work that you submit in this class will represent an original synthesis of your own ideas and the ideas of others. That means that information generated by others and used in your work must be clearly attributed to its original source, and either paraphrased in your own words or placed in quotation marks. Ask questions early and often. If you can't ask questions early, ask them late, and err on the side of transparency. For help identifying plagiarism and learning how to avoid it, this online guide from the UCLA library is a good starting place: <http://guides.library.ucla.edu/bruin-success/citing>.

Students with Disabilities

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your "Accommodation Authorization Letter" from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, as soon as possible in the academic quarter, preferably within one week. I also am open to and want to encourage you to discuss with me ways I can ensure your full participation in this course. If you have not already done so, I encourage you to learn more about the many services offered by the DRC. You can visit their website (<http://drc.ucsc.edu/index.html>), make an appointment, and meet in-person with a DRC staff member. The phone number is (831) 459-2089, and the email is drc@ucsc.edu.

Course Schedule

	What we'll cover in this class:	What to do to prepare for this class:	If you'd like more:
Tuesday, August 1 st	Course Overview, Introductions, and Introduction to Policy U.S. Government Review U.S. Environmental Politics from Movement to Gridlock	n/a	For an overview of U.S. environmental policy and politics from the 1960s to the 2000s, read Vig & Kraft (2006).
Thursday, August 3 rd	The National Environmental Policy Act	Read: (1) Cairney 2013, to p. 5; (2) Kershner 2011; (3) Volcovici 2016; (4) Flitter 2017. Complete Reading Quiz #1 on Canvas. Policy Memo topic due Friday 8/4.	For more information on policy instruments and key theoretical frameworks in the public policy field, complete Cairney 2013 and/or peruse http://policy-design.org .
Tuesday, August 8 th	The Clean Water Act, Part I	Read: (1) Coglianesi, Nash, & Olmstead 2003; (2) Andreen 2013; (3) Duhigg article, specifics TBA. Complete Reading Quiz #2 on Canvas.	For different ways of presenting the major elements of the Clean Water Act and perspectives thereon, see Rosenbaum 2007 Ch. 6, pp. 196-213, and Press 2015, pp. 87-97.
Thursday, August 10 th	The Clean Water Act, Part II	Read: (1) Press 2015, pp. 97-102; (2) TBA. Complete Reading Quiz #3 on Canvas. Draft Action Assignment due; bring 3 copies for peer review.	TBA
Tuesday, August 15 th	The Clean Air Act	Read: (1) Rosenbaum 2007 Ch. 6, pp. 180-188; (2) Press 2015, pp. 56-80 Complete Reading Quiz #4 on Canvas.	Schmalensee & Stavins 2013 and Henry et al. 2011 (both summarized in the Press reading) provide excellent critiques of the Acid Rain Program.
Thursday, August 17 th	CERCLA, RCRA, and recycling	Read: (1) MacBride Ch. 3; (2) TBA Complete Reading Quiz #5 on Canvas. Policy Memo Part I&II due; bring 3 clean copies for peer review.	TBA
Tuesday, August 22 nd	Natural Resource Policy	Read: TBA Complete Reading Quiz #6 on Canvas.	TBA
Thursday, August 24 th	The Endangered Species Act	Read: TBA Complete Reading Quiz #7 on Canvas. Revised Action Assignment due.	TBA
Tuesday, August 29 th	Climate Change	Read: TBA Complete Reading Quiz #8 on Canvas.	TBA
Thursday, August 31 st	Critiques of the System Exam	Complete, revised Policy Memo (Parts I-III) due on <u>Friday 9/1</u> .	TBA

Readings and Other Resources

All readings for this course will be available on Canvas or distributed via e-mail by the instructor. Some readings are listed as TBA in the schedule because there are several good options and the best choice will depend on how quickly we move through the material and which early readings the class prefers.