ENVS 25: Environmental Policy and Economics
Online Course Summer 2020
27 July - 28 August

Instructor: Prof. Sikina Jinnah
Office Hours: Mondays 3-4pm on Zoom (sign up on Canvas)
Teaching Assistants: Nazanin Rezaei and Zach Dove
TA Office Hours: Nazanin: Wed, 10-11am; Zach: Thurs, 1-2pm (sign up on Canvas)

Required Meeting Time: Fridays 9am-12pm on Zoom

QUIZ #1 DUE Tuesday July 28th at 5pm

Course Description: This course introduces students to the policy and economic dimensions of some of the most pressing environmental challenges facing us today. The course will progress through 5 Modules. Module 0 will introduce you to the course and syllabus. You must complete Module 0 by the second day of class, July 28th at 5pm. You can then move on to Module 1, which will lay the theoretical foundations of environmental policy, environmental justice, and environmental economics.

Modules 2-4 will each explore a case study - climate change, biodiversity loss, and waste. Each week we will look at an example of how the US addresses each of these environmental issues through a specific environmental policy/law, as well as one or more key international treaties that addresses the environmental issue. Each module will also explore some of the environmental justice and economic dimensions of the issue.

Module 5 will explore current events in the context of environmental policy and economics. For summer 2020, we will focus on COVID-19 and the intersections with climate change, biodiversity, and waste, especially as these connections relate to issues of equity and justice.

Effort: This is a 5 unit course, to be completed in a condensed format over 5 weeks. You will spend about 30 hours each week watching lectures/videos, reading course texts, completing quizzes, writing reading responses, and/or working on projects individually or with your classmates.

Online Structure: The course is divided between asynchronous activities that you can complete on your own schedule and synchronous sessions that will take place at a set time. The majority of the course will be conducted asynchronously with a required 1-3 hour synchronous session each Friday with one or more of the instructors. These synchronous sessions will be held via Zoom at: 9am-12pm.

Each week 3-6 hours of lectures and/or other video content will be available online via Canvas. Students will be expected to watch these materials at a time that is convenient for them, but keep
in mind that assignments related to those materials are due weekly on **Friday at 7am**. Each week on Friday, students will meet on Zoom together with the instructors for an engaged hands-on activity that builds on the pre-recorded video materials and the required readings.

**Using Canvas to Navigate the Course:** We will use Canvas to run all aspects of this course. Each week you should check the weekly “Module” on Canvas, which will provide links to all of the lectures and other videos that you should complete by 7am Friday each week. This is also where you will find links to complete and/or turn in all assessment activities, such as reading responses, mini-assignments and quizzes. Please look at this closely each week to ensure you don’t miss anything and mark the assignment as complete once you are done.

Sometimes we will be watching live recordings of webinars and lectures. For these live recordings there are sometimes technical difficulties and glitches in the recording. Please just ignore these glitches and focus on the content. The Q&A at the end of these recordings is optional. Please do watch the core content and the Q&A only if your interest is piqued.

**Using Zoom:** Our Friday Zoom sessions will be in our course Zoom room. Please link to the Zoom room through Canvas by clicking on the “Zoom” link and finding the right meeting date. Please be sure you have headphones, ideally with a built in microphone, to use for the Friday Zoom sessions. This will help greatly with our ability to hear each other clearly.

If you need more guidance on how to use Zoom, please see [https://its.ucsc.edu/zoom/index.html](https://its.ucsc.edu/zoom/index.html)

**Office Hours:** You may sign up for office hours via the Canvas calendar. The Zoom link for office hours can be found on the calendar when you sign up.

**Learning Outcomes:** The ENVS major and combined majors have a set of Program Learning Outcomes (PLOs) that we hope each class will contribute to achieving. Here are those PLOs. This course will specifically strengthen your ability to achieve PLO #1 and #4.

Students graduating with a B.A. in Environmental Studies should be able to:
1. Identify the societal (social, political, economic, cultural and ethical) agents and structures that contribute to environmental change. (social science competency)
2. Describe the structure and functioning of major physical and ecological components of the earth’s systems. (natural science competency)
3. Access and analyze a complex literature addressing specific topics in environmental studies, and evaluate the usefulness and limitations of individual sources of information. (analytic thinking)
4. Demonstrate effective oral and written communication skills. (communication skills)

**Academic Integrity:** Students are expected to adhere to the UCSC policy on academic integrity: [http://www.ucsc.edu/academics/academic_integrity/](http://www.ucsc.edu/academics/academic_integrity/). Unless otherwise stated in writing, all assignments should be written individually and be original works for this class. All academic integrity violations (e.g. plagiarism, cheating, multiple submissions, facilitating dishonesty) will be reported if encountered.
Accessibility and Disabilities: If you qualify for accommodations because of a disability, please submit an Accommodation Authorization from the Disability Resource Center (DRC) to Prof. Jinnah within the first week of the summer session. You may submit these via email. Contact DRC at 831-459-2089 (voice), 831-459-4806 (TTY), or http://drc.ucsc.edu for more information on the requirements or process.

Other Support Services: Other support services on campus that you should be aware of include:

Campus Resources, Advocacy and Education: https://care.ucsc.edu/who-we-are/about-care.html

Title IX Office: https://titleix.ucsc.edu/resources/syllabi-disclosure-statement.html

ASSIGNMENTS AND GRADING

Grading will be based on the following:

Weekly Responses - 25%
Quizzes – 25%
Comparative Policy Project – 25%
Friday Zoom Assessments – 25%

1. Weekly Responses (25%)

Each week there is a Response Prompt listed on the syllabus, which requires students to draw on weekly readings and lecture materials. Students should submit your response via Canvas each week by 7am Friday.

Weekly Responses will be graded on a scale of 0-4 according to the following scale:

0: No submission or submissions more than 2 days late (Sunday)
1: Incomplete or does not demonstrate engagement with course readings and lecture materials
2: Posted after 7:01am on Friday but answers all questions posed
3: Posted on time that answers all questions, and CLEARLY and engages (e.g. through citations to these materials, identifying authors, speakers etc.) either readings or lecture materials but not both.
4: Reserved only for particularly thoughtful responses that demonstrate superior understanding and engagement with the course material, and CLEARLY engages (e.g. through citations to these materials, identifying authors, speakers etc.) BOTH readings and lecture materials.
2. **Quizzes (25%)**

Quizzes will cover material from weekly readings, lectures and other videos. There is typically one quiz for each required lecture/video. This means that each week you will have 8-9 quizzes to complete. All quizzes that must be completed week by **Friday at 7am** or will be considered late. All quizzes can be accessed on Canvas and most of them are multiple choice format.

There will be no make ups for quizzes but we will drop your lowest two grades when calculating your final grade.

3. **Comparative Policy Project (25%)**

Each student will compare and analyze how 2 US states of their choice each address climate change through state-level policies. The assignment will be made up of 5 mini-assignments, each worth 10 points, which you will turn in via Canvas by **7am each Friday and you will present and discuss them in our Friday Zoom sessions**. Please see instructions below for what is due each week and for length guidelines for each component. All written portions should be **12-font font, 1 inch margins, double-spaced**.

All references for this project must be done in **APA format**. You can find detailed guidelines on how to use APA on the UCSC library website: [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

I will also give a short lecture on how to use citations properly during Week 1.

4. **Friday Zoom Assessments (25%)**

Each Friday, students will meet in our Zoom classroom for 1-3 hours. Some weeks we will meet all together, and other weeks we will divide the class into two or more groups for these sessions. We will engage in various types of hands-on activities in these sessions. Zoom session activities will include, reporting on Comparative Policy Project Mini-Assignments, running simulations, presenting and discussing weekly responses, and/or completing other types of assessment activities individually or in smaller groups.

Your TA and Professor Jinnah will oversee Zoom sessions each week. You must attend these at the scheduled time. This is the only portion of the class that will take place synchronously (i.e. all together at the same time). All other elements can be done whenever you choose during the week **before** attending our weekly Zoom session.

**ZOOM PASSWORD: ENVS25**

(all caps no spaces)

*Important Reminder: All weekly assignments (e.g. mini-assignments, quizzes etc.) are due by 7am before attending Friday Zoom Sessions each week. Please plan ahead each week, don’t leave everything until Thursday night or you will become overwhelmed quickly.*
Following the Zoom session each week, you will complete and turn in a Zoom Assessment. Zoom Assessments will be straightforward and relatively simple to complete as long as you have attended and participated in the weekly Zoom session. **Zoom Assessments will be due by 11:59pm each Sunday following the Zoom session at which it was assigned.**

Each assessment will be worth 10 points. You must clearly demonstrate that you participated in the Zoom session in completing your assessment. You will not be able to complete the assessments if you do not attend the Zoom session and there is no way of making up these assessments b/c they rely on group work and discussion.

You can bump up your grade by demonstrating strong engagement in each Friday’s Zoom session. You can demonstrate strong engagement in various ways, including: actively participating in small and large group discussions as well as in various other in-class assessments/activities, drawing on the readings and your weekly reading responses to support your interventions in class, participating in the “chat” by asking and answering questions, demonstrating leadership (without overpowering others in the group), helping group members understand course material, providing thoughtful answers to questions posed by others, and otherwise contributing to an positive learning environment through thoughtfulness, professionalism and preparedness.

**Late Policy:** You are strongly urged to hand in work on time. Most assignments will be due to Canvas at 7am on Friday before your weekly Zoom session. The only exception to this is your first 4 weekly Zoom Assessments, which you will complete after the Friday Zoom session each week. Zoom assessments are due by **11:59pm each Sunday.** Due to campus rules about summer session deadlines, your final Zoom assessment for week 5 is due on that last day of class, **Friday August 28 at 11:59pm.**

Late assignments will incur a **25% grade drop per day starting immediately after the due date/time.** So if an assignment is due at 7am it will drop from a 4 to a 3 at 7:01am.

That said, I recognize that things come up, and times are especially challenging right now. If you cannot make a deadline due to a medical or family emergency please reach out to your TA or me in office hours to explain the situation. We will coordinate an appropriate make-up assignment for you. Please do not email these requests. See one of us in office hours.

**READINGS**

Readings for each Module are listed below in the “Weekly Schedule.” All readings should be completed (and responses submitted via Canvas) before coming to the Zoom session each Friday.

All readings can be found on Canvas under Files → Readings in the appropriate Module folder.

You do not need to purchase any reading materials for this course.
WEEKLY SCHEDULE

Module 0 - July 28-28 - Introduction to Course and Syllabus

Lecture/Videos:
0.0 Introduction to Course and Syllabus (14min) (Prof. Jinnah)

Readings:
0. Syllabus

Assignments due to Canvas by 5pm Tuesday July 28th:
0. Syllabus Quiz

Module 1 - July 27-31 - Conceptual Foundations in Environmental Policy & Economics

Lecture/Videos:
1.0 Introduction to Module 1 (Prof. Jinnah)
1.1 Drivers of Environmental Problems (30min)(Prof. Jinnah)
1.2 US Environmental Law and Policy (25 min) (Dr. Douglas Bushey, US EPA)
1.2b Federalism and Common Law (5min)(Dr. Doug Bushey, US EPA)
1.3 International Environmental Law (20min) (Prof. Jinnah)
1.4 Intro to Env. Justice (14min) (Prof. Jinnah)
1.5 Intro to Env. Economics (53min)(Prof. Juan Moreno-Cruz, U of Waterloo)
1.6 Into to Ecological Economics (30min) (Prof. Dick Norgard, UC Berkeley)
1.7 Using Citations Correctly (15min)(Prof. Jinnah)

Readings:


Assignments due to Canvas by 7am Friday:

1. **Weekly Response #1 Prompt (4pts):**
   - Identify and explain the three dimensions of environmental justice. (1 paragraph)
   - What are the benefits of examining environmental issues through an environmental justice lens? (1 para)
   - How can economics help us to think about and address environmental problems? (1 para)

2. **Mini-Assignment #1 Defining the Project (10 pts)**

   Identify the 2 US states that you wish to research for the Comparative Policy Project assignment, and briefly explain why you chose these states. Please choose 2 states with different political bents - one that went democratic and one that went republican in the last presidential election. (1-2 para)

3. **Weekly Quizzes #1-7**

Friday Zoom Session Activities:

1. **Discussion of Weekly Responses (30-45min)**

2. **Environmental Justice Assessment (60-90min)**

Students will work together in-class to analyze the environmental justice dimensions of the Green New Deal. You may wish to print out a copy of the document before coming to the Zoom session this week so that you can mark it up in class. It is available on Canvas under “Files” → “Assessments” → “Week 1 - Environmental Justice”

Module 2 - August 3-7 – Climate Change: Carbon Markets and Climate Justice

Lectures/Videos:

2.0 Introduction to Module 2 (Professor Jinnah)

2.1 What is Climate Change? - 4 short videos
   i. What is Climate? Lines of Evidence (4min) (US National Academies of Science)
   ii. Why I must speak out about climate change (16min) (James Hanson)
iii. The Disarming Case to Act Right now on Climate Change (10min)(Greta Thunberg)
iv. The most important thing you can do to fight climate change: talk about it (13min) (Prof. Katharyne Hayhoe)

2.2 US Federal Climate Change Policy (11min) (Dr. Douglas Bushey)
2.3 International Climate Change Law (15min) (Prof. Jinnah)
2.4 Introduction to Climate Justice (7min) (Prof. Gareth Edwards, U of East Anglia)
2.5 Climate Justice - 3 short videos on Canvas
   v. Climate Change and Vulnerable Communities (5min) (Talia Buford, ProPublica, PBS)
   vi. Falling through the Cracks (5min)(Environmental Justice Foundation)
   vii. Environmental Justice: What can we do about the disproportionate impact of climate change on low-income communities? (~50min) (Van Jones, Dream Corp)

2.6 Value Judgements in Climate Policy (40min) (Dr. David Morrow, American U.)
2.7 The Story of Cap & Trade (10min) (Annie Leonard)
2.8 Cap and Trade Simulation Preparation (49min) (Josh Margolis, CarbonSim)
2.9 CarbonSim Demo (23min) (Josh Margolis, CarbonSim)

Readings (70 pages):


4. CarbonSim Instructions, Cheat Sheet, Tips, and Glossary

Assignments due to Canvas by 7am Friday:

1. Weekly Response #2 Prompt (4pts):
   - Why is climate change an environmental justice issue? (1-2 paragraphs); and
   - What are the benefits and drawbacks of using market mechanisms for addressing climate change (1-2 paragraphs)?
2. **Mini-assignment #2 State Profiles (10 pts)**

Download and complete the “State Comparison Grid” from Canvas (under Module 2) that requires you research various aspects of your two states’ demographic data. If you open in Canvas the formatting will look weird. You should download the Excel doc, save to your computer, fill in and then submit by uploading the completed grid to Canvas.

3. **Weekly Quizzes #1-9**

**Friday Zoom Session Activity:**

1. **CarbonSim** – full 3 hours of section this week, one large group.

In collaboration with the Environmental Defense Fund we will run a simulation of a carbon market in class. Participation will be evaluated on the basis of attendance and an assessment activity to be conducted via Canvas following the simulation.

2. **Note:** Because CarbonSim will take the full 3 hours this week, we will discuss your weekly responses from this week during our Zoom session next week.

**Module 3 - August 10-14 – Waste: International Trade and Distributional Impacts**

*Lectures/Videos:*

3.0 Introduction to Module 3 (Prof. Jinnah)
3.1 The Story of Stuff (21min) (Annie Leonard, Canvas)
3.2 Virtual Field Trip, Santa Cruz County Dump (70min) (Prof. Jinnah and O’Neill)
3.3 US Hazardous Waste Policy (14min) (Douglas Bushey, Canvas)
3.4 International Hazardous Waste Law (11min)(Professor Jinnah, Canvas)
3.5 The New Global Politics of Waste (20 min) (Prof. Kate O’Neill, UC Berkeley)
3.6 Waste Workers (11 min)(Prof. Kate O’Neill, UC Berkeley)
3.7 The Global and Local Afterlife of Recyclables (35min) (Kate O’Neill, NPR)
3.8 All your e-waste goes to China (13 min) (60 min)
3.9 The Economic Injustice of Plastics (12min)(Van Jones, TedTalk)
3.10 Plastic China (2 hours)(film)
Readings:


Assignments due Friday by 7am to Canvas:

1. Weekly Response #3 Prompt (4pts):

Drawing on the various readings, lecture materials and films, write a 2-3 paragraph analysis of the main issues surrounding e-waste trade between developed and developing countries. Why is this an important issue? How are issues of equity and economics embedded in this issue?

2. Mini-assignment #3 Political Interests (10 pts)

Please write a 1-page paper identifying the factors that might influence your two states’ interests related to climate change. Please consider issues related to the physical environment (e.g. Are they particularly vulnerable to climate impacts? If so, how and why?) and social environment (e.g. are industry actors particularly powerful and if so which ones, why and how do they shape what the state is doing on climate change policy?).

3. Weekly Quizzes # 1-10

Friday Zoom Session Activities:

1. Mini-assignment #2 discussion

2. Weekly Response Discussion (Module 2 AND 3)

3. Discussion of Plastic China

Before coming to your Zoom session this week, watch the film “Plastic China,” available on Canvas. We will discuss the film in small groups and you will write a short response, based on that discussion, which I will post to Canvas after the Zoom session that day.
Module 4 - August 17-21 – Biodiversity: Wildlife Trade and Community Impacts

Lectures/Videos:

4.1 What is biodiversity and why is it important? (8min)(CISRO)
4.2 The US Biodiversity Law (9min) (Dr. Douglas Bushey)
4.3 International Biodiversity Law (10-15min)(Prof. Jinnah)
4.4 Wildlife Trade - 2 short videos (Content Warning: these videos include some intense images)
   i. Big Game, Big Money: Inside the Illegal Wildlife Trade (23min) (Financial Times)
   ii. Laws of the Wild: A Strategic Approach Against Wildlife Trafficking (15min)(Onkuri Majumdar)
4.5 How Community Conservation can Save Wildlife (5min) (Moreangels Mbizah, TedTalk)
4.6 How Poachers became Caretakers (18min) (John Kasaona, TedTalk)
4.7 An Economic Case for Protecting the Planet (15min) (Naoko Ishii, TedTalk)
4.8 River of Gold (63min) (film)

Readings:


Assignments due to Canvas by 7am Friday:

1. Weekly Response #4 Prompt(4 pts):
   - Why is biodiversity important? What are the main threats to biodiversity? (1 para)
● How can local communities be involved in addressing illegal wildlife trade? Why is this involvement important? (1 para);
● How do issues of biodiversity conservation intersect with those of justice and economics? (1 para)

2. **Mini-assignment #4 Policies** (10 pts)

Write a 1-page paper explaining the various climate policies that your state has implemented to address climate change. What types of mitigation and adaptation measures are in place or are being considered? How does this compare to the federal-level climate change policies in the US?

3. **Weekly Quizzes #1-8**

**Friday Zoom Session Activities:**

1. **Weekly Response Discussion**
2. **Discussion of Mini-assignment #4**
3. **River of Gold Discussion**

Before coming to your Zoom session this week, watch the film “River of Gold,” available on Canvas. We will discuss the film in small groups and you will write a short response, based on that discussion, which I will post to Canvas after the Zoom session this week.

**Module 5 – COVID-19: Environmental, Economic and Equity Implications**

**Lectures/Videos:**

5.0. Introduction to Module (Professor Jinnah)
5.1 What the corona virus teaches us about climate change? (9min) (Our Changing Climate)
5.2 How wildlife trade is linked to corona virus (8min) (Vox)
5.3 What it’s like to be a sanitation worker during the corona virus outbreak (6min) (Washington Post)
5.4 Pandemic-resistant economies (Q&A optional) (80 min) (Webinar with Andy Revkin, Herman Daly and Kate Rawworth)
5.5 Climate change and COVID-19: Can this crisis shift the paradigm? (60min) (Kate O’Neill, Dan Kammen, Valeri Vasquez)

**Readings:**

1. Whatever else is needed to complete Mini-assignment #5


10. After reading the three articles above, choose 3-5 more recent articles (published after April 2020) to read on the intersection between COVID-19 and climate, biodiversity, and/or waste. Post full citations of the articles you choose on Canvas (see below) and come to class on Friday ready to discuss what you read. You can find a wealth of resources here: [https://www.genevaenvironmentnetwork.org/covid19.html](https://www.genevaenvironmentnetwork.org/covid19.html)

**Assignments due to Canvas by 7am Friday:**

1. **Weekly Response Prompt (4 pts):**

   - How does COVID-19 intersect with issues of climate change, waste, AND biodiversity?;
   - How does the COVID-19 crisis intersect with issues of justice and economics?;
   - How has the COVID-19 crisis shifted what is possible in terms of how we address environmental issues?; and
   - Post full citations of the 3-5 articles you choose to read and come to class on Friday ready to discuss what you read. APA style.

2. **Mini-Assignment #5 Comparative Analysis (10pts)**
Building on everything you have learned so far about your two states, please write a 2-page paper (excluding references) that compares your two states’ approach to climate policy. Which state has stronger policies and what explains these differences? What are they doing well? What more could your two states be doing to address this issue?

3. **Weekly Quizzes # 1-5**

*Friday Zoom Session Activities:*

1. *Presentations of Mini-Assignment #5* (60-90min)

Come prepared ready to present your Comparative Analysis in small groups. (5min per student, plus questions)

2. *Discussion of Weekly Response* (45-60min)

3. *Post-Zoom Assessment*

Following the Zoom session this week I will post a series of questions based on *both* the reading response discussion and the comparative policy project for you to respond to by **Friday August 28 at 11:59pm.**

That’s it! No final exam! You’re done!