

ENVS 25: Environmental Policy and Economics

Winter 2020

M/W/F 4.00-5.05pm, Classroom Unit 2

Instructor

Prof. Adam Millard-Ball

Office hours:

Thurs 10.45-12.45, ISB 459

Signup: goo.gl/X7vFOD

Graduate Teaching Assistants

Nazanin Rezaei

Office hours:

Weds 9.30-11am, NS2 489

Brook Constantz

Office hours:

Weds 2.15-3.45pm, NS2 421

Please contact us via Piazza, not via e-mail. That helps us manage the course efficiently, and you'll get a faster reply. See below for details of how to access Piazza and how to send private messages. Or talk to us after class.

Course Description

This course introduces you to the policy and economic dimensions of some of the most pressing environmental challenges facing us today. Through case studies on topics such as population, water and transportation, we will examine the economic underpinnings of environmental problems, and the extent to which policy responses have been successful.

Course Goals

After completing this course, you should be able to:

- Employ key concepts from philosophy, politics, law and economics that help us understand today's environmental problems
- Understand the different ways in which environmental policy can be made
- Have sufficient policy and economic literacy to participate in interdisciplinary conversations
- Appreciate some of the tradeoffs between different policy goals, and the imperfections of some environmental policies

Reading

There is no required textbook for this course. All readings will be available on Canvas.

iClickers

You must bring an iClicker to class every day. We will use the clickers to record attendance, for in-class quizzes, and for in-class discussion questions. It is your responsibility to remember your clicker and to ensure that it is fully functioning. If you choose to use the smartphone app version, it is your responsibility to make sure you have internet connectivity.

iClickers can be purchased at the Bay Tree Bookstore. An app for Android and iPhones is also available. See www1.iclicker.com/students for more information. (Either version of the iClicker is fine.)

Please see the iClicker FAQs for this course, which are posted on Canvas.

Assessment

Attendance and quizzes	20%	
Online and/or section participation	5%	
Midterm exam	30%	Weds February 5, in class
Final exam	45%	Thurs March 19, 12-3pm

Attendance and quizzes

We will have regular in-class quizzes. These will be used to both record attendance and to test your knowledge of the readings or lecture material. We will also have several quizzes administered via Canvas.

Attendance is recorded by answering a question with the iClicker remote, or by using the app to check in. Each student has four “free passes” for attendance (after the first day of class). These passes cover illnesses, family emergencies, geolocation issues, forgetting your clicker, flat batteries, and other reasons for not being present AND using your clicker. Use them wisely! If you have an extended medical or related absence (e.g. a week or more), please talk with the professor.

In-class quizzes are scored with one point each day for participation (answering at least 75% of the questions), and one point for each correct answer. You’ll get a nine point bonus (roughly equivalent to four classes) at the end of the quarter, which covers absences, forgotten clickers, etc.

Canvas quizzes will occur every 1-2 weeks throughout the quarter. You’ll have at least three days to complete them.

Online and/or section participation

There are three ways for you to participate outside of lecture: weekly discussion sections, Modified Supplemental Instruction, and the discussion forums on Piazza. See below for more details. You can choose which option you prefer, but you must do at least one each week (after Week 1) in order to receive credit.

Midterm and Final Exam

Questions on the midterm and final exams may address any of the material in the course, including readings and lectures. The final exam will be cumulative. You are expected to listen actively and take notes in class. If you miss a class, please talk with another student. All slides will be posted on Canvas, but you are expected to take your own, more detailed notes to complement the text on the slides.

There will be no makeup dates for the midterm and final examinations. If you have other commitments on these dates, please do not enroll in the course.

Class Schedule

The class schedule indicates the broad sequence of modules. The lecture slides (posted on Canvas in advance of each module) will give more details about the precise topics. Required readings will also be posted in advance of each module. You can expect 2-3 readings per class, with an average of 30-50 pages of reading per week.

No. of classes	Module
1	Introduction
5-6	Population, food and resources
5-6	Protecting nature
	<i>Feb 5: Midterm</i>
4-5	Water
3-4	Climate change
5-6	Transportation and urban development
1-2	Sustainability and environmental futures

Piazza

We will be using Piazza for class discussion. The system is catered to getting you help from classmates, the TAs, and the professor. You should use Piazza for two purposes:

- Discussing and clarifying the lecture material and readings, and debating how the concepts introduced in lecture apply to other real-world examples. Your contributions will count towards your participation grade, but quality (i.e., well thought out questions or responses) is more important than quantity. *Note: If you post anonymously, we can't give you participation credit (for obvious reasons).*
- Asking administrative and logistical questions of the professor or TAs. Rather than emailing us, please post your questions on Piazza. You can post a private message that will only be visible to the professor and/or TAs, or make the question public if you think the answer will be useful to other students.

Our Piazza page is linked from Canvas. Please remember to use professional language and show respect for the viewpoints of others.

Discussion Sections

The weekly discussion sections will focus on applying the concepts introduced in lecture and readings to current events, as well as some review of the lecture material. The discussion sections are designed to give you an opportunity to talk through your ideas, understand the viewpoints of others, and to gain a deeper understanding of the course materials.

Attendance will count towards your participation grade and will also help you do well on the midterm and final exams.

Sections will be led by the graduate teaching assistant or undergraduate discussion leaders, who are students who previously performed well in this course, and have additional experience in environmental policy and/or education. A schedule is posted on Canvas.

Modified Supplemental Instruction

At Learning Support Services Tutors, Learning Assistants, and staff work with campus partners to support students and advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. [Modified Supplemental Instruction](#) (MSI) support is offered for this course. In MSI, you can expect the MSI leader to facilitate cooperative group activities designed to have students work together on the course content. MSI is offered at least three times each week for the entire quarter. The MSI leader is an undergraduate student who took the class, did well, and is trained to facilitate group sessions to focus on you, the students, and what you need to succeed in the course. LSS provides continuous training for MSI leaders to create inclusive spaces for students and facilitate group work effectively. MSI is for everyone and open to all students in class to get extra practice on the things you already know or the things you want to know better. Attendance is voluntary; however, students who attend MSI sessions weekly earn a higher final grade than students who do not participate in MSI.

Want MSI to be successful for you? Bring your books, lecture notes, questions, and be open to working collaboratively with your peers. You can access the [MSI schedule online](#) or check out Learning Support Services' website for more information on [MSI](#) and [other programs](#) LSS offers to support student success.

The Student Learning Assistants for this course are Felix Vazquez (fevazque@ucsc.edu) and Celeste Kaplan (cplan@ucsc.edu).

Academic Integrity

Students are expected to adhere to the UCSC policy on 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 prosecuted if encountered.

Academic integrity includes the use of iClickers. Asking another student to “sign in” for you with your clicker, or doing that yourself for another student, is a serious academic integrity violation.

Accessibility and Disabilities

If you qualify for classroom accommodations because of a disability, please submit an Accommodation Authorization from the Disability Resource Center (DRC) to Prof. Millard-Ball **within the first two weeks of the quarter**. You may submit these outside of class (e.g., office hours) to ensure anonymity. Contact DRC at 831-459-2089 (voice), 831-459-4806 (TTY), or <http://drc.ucsc.edu> for more information on the requirements or process.

ENVS Program 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.

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)