

UC Davis ENV 202- Policy Development and Implementation
Fall 2021 Course Syllabus
Instructor: Julianne McCall

Course Description

Environmental policy development and implementation processes include developing and enacting legislation, regulation development and review, and implementation of new laws. California state processes is the central theme throughout the course, with international, federal, and local policy examples also provided. Business' role in climate policy will be considered. Class assignments, lectures, and discussions with guest experts will cover policymaking theory, applied study, and practical skill building, such as writing for a policy audience.

Course Goals

- Understand the policymaking pipeline, from detecting a problem to writing and passing legislation to regulatory actions to implementation of a new law
- Explore key issues, players, and challenges in environmental policy
- Develop practical knowledge of cross-disciplinary strategies, public-private partnerships, and stakeholder engagement for sustainable policy change
- Improve analytical skills for interpreting information, compiling evidence, and writing for a policy audience

Readings, Responses, and Discussion Preparation

Designated readings are required to prepare students for in-class discussions and assignments. By 6:00pm the evening before select classes, students will post (1) a brief 100-150-word response to the required reading(s) and (2) at least two questions total for any guest speaker(s), as appropriate. Responses should be commentary or questions about the readings rather than a summary. They may be completed either individually or with your workshop team. Students are also expected to review speaker bios ahead of class.

Workshop Teams

Students will be assigned to workshop teams (3 students each) for group discussions, feedback, and other assignments.

Graded Assignments (with percentage weighted of final grade)

1. **Select Readings** – Students will be required to provide 100-150-word reading responses 24 hours before select classes. (10%)
2. **Legislation Tracking Exercise** – Students will review recent California-based environmental legislation and fill in a two-page form that leads the student through tracking the introduction, process, amendments, and outcomes of the bill and analysis, including how the final version differs from the initial version, why sections did or didn't become law, and which stakeholders supported or opposed the bill. (10%)
3. **Quizzes** – Four quizzes throughout the quarter will assess working knowledge of the key topics discussed in class and readings. (15%)
4. **Policy Memo** - Engage with an advocacy organization that has a demonstrated interest in local, state, federal, or international policy. Students will be expected to participate in at least two meetings, events, or campaigns coordinated by the organization throughout the quarter and provide an original one-page Policy

Memo that provides context and the current status of an ongoing topic of choice, selected among topics addressed by the organization. (10%)

5. **Informational Interview** – Students will coordinate an informational interview at least 25 minutes in duration with a policymaker, policy staff, think tank professional, science policy-relevant academic staff, advocacy organization staff, or other relevant professional (with instructor approval), to schedule an informational interview (in person, by phone/video call, or by email) to inform the Policy Pitch assignment. (5%)
6. **Policy Pitch** – Students will propose a state- or local-level policy idea (no more than 350 words) to address a problem. The idea will eventually develop into a Policy Presentation and Policy Brief (the Final Paper). Students will also be expected to provide feedback on others' policy pitches. (10%)
7. **Policy Presentation** – Students will briefly present a policy proposal to an expert, with or without one or two presentation slides, field a question or two, and receive feedback. (2.5-min talk plus 1-min Q&A, 15%)
8. **FINAL PAPER DUE 12/6 8:30pm: Policy Brief** – Based on the Policy Pitch idea, students will write a three-page Policy Brief for state legislators or local policymakers that provides relevant background and recommendations to address a particular problem. (3 pages, due Dec. 6 by 8:30pm, 25%)

Class Goals, Readings, and Assignments	Agenda
<p>Class 1 (9/23) – Introduction to Policymaking Skills – Language development around science policy, policymaking entities, and processes; Awareness of who is involved in policy development, enactment, and implementation Homework: Identify and join an advocacy organization that is aligned with your interests (due 9/27)</p>	<ul style="list-style-type: none"> • Course Introduction: Overview of syllabus and learning objectives; Brief introductions; Convene workshop teams • Lecture: Introduction to science policy and the policymaking process • Discussion: What makes good policy? Who are policymakers?
<p>Classes 2-3 (9/28-30) - Legislative Process Skills – Understand the steps to pass a bill and who the key players are in the legislative process; Track legislation Class 2 Reading: The California Legislative Process; Beyond Sputnik, Section 1: Chapters 1 and 4 (Response due 9/27) Class 3 Reading: The Suspense Files (Response due 9/29) Homework: Legislation Tracking exercise (due 10/4)</p>	<ul style="list-style-type: none"> • Lecture: Legislative Process • Panel: State & Federal Legislative Branch • Exercises: Organize the steps to pass a bill; View a clip of a legislative hearing; Model legislation tracking; • Quiz #1 on 9/30 covering Classes 1-2 and readings
<p>Classes 4-5 (10/5-7)– From Problem to Policy Proposal Skill - Policy development, using evidence to develop & make the case for policy change while understanding the political landscape Reading: Heuristics for practitioners of policy design: Rules-of-thumb for structuring unstructured problems; How Does Policy Change Happen? (Response due 10/6) Homework: Schedule an informational interview to inform the forthcoming Policy Pitch assignment (due 10/11)</p>	<ul style="list-style-type: none"> • Reading Discussion • Lecture: Developing Policy Proposals • Exercise: Mock Informational Interviews • Guest Speakers: CA Legislature and Executive Branch
<p>Classes 6-7 (10/12-14) - Change from the Outside Skill – Understand nongovernmental players and their roles in policymaking; Developing a policy pitch Reading: Summary of The Third House: Lobbyists, Power, and Money in Sacramento (Response due 10/13) Homework: Policy Pitch first draft for peer feedback (due 10/18)</p>	<ul style="list-style-type: none"> • Reading Discussion • Lecture: Developing a policy pitch • Panel: Think tank, NGO, Advocacy • Quiz#2 on 10/14 covering Classes 4-6 and readings

<p>Classes 8-9 (10/19-21)– Partnerships for Policymaking Skill – Coalition building, Stakeholder analysis, Assessing others' policy pitch ideas Homework: Feedback on workshop team's policy pitches and Mid-quarter class survey (due 10/25) Reading: A Stakeholder Analysis; How to Communicate Effectively with Policymakers (Response due 10/20)</p>	<ul style="list-style-type: none"> • Reading Discussion • Workshop Policy Pitch • Lecture: Cross-disciplinary and cross-sector collaborations: health, energy, economy • Exercise: Stakeholder engagement strategies • Lecture: How to write a policy memo
<p>Classes 10-11 (10/26-28) –Local Policy Skill – Recognize local and regional policy networks and interact with representatives and staff Reading: Mayor's Commission on Climate Change Executive Summary (Response due 10/25) Homework: Policy Pitch final draft (Due 11/1)</p>	<ul style="list-style-type: none"> • Reading Discussion • Lecture: Jurisdictions and Special Districts • Panel: Local Policymakers • Exercise: Watch a City Council hearing clip; Negotiation exercise • Quiz#3 covering Classes 8-10 and readings
<p>Classes 12-14 (11/2-9)- Executive Branch Skill – Learn about how the executive branch is structured, the scope of governance, the many roles it plays in policymaking, how it prioritizes policy issues, and the role of strategic planning Homework: Advocacy Policy Brief (due 11/15) Reading: Budget Process; CARB Scoping Plan (Response due 11/8)</p>	<ul style="list-style-type: none"> • Reading Discussion • Lecture: Budgeting as a statement of policy priorities • Lecture: Strategic Planning • Exercise: Budgeting exercise • Panel: Budget and Strategic Planning
<p>Classes 15-16 (11/16-18)– Regulation Skill – Understand regulatory compliance processes; How to write a policy memo Homework: Policy Presentation first draft for peer feedback (due 11/22) Reading: TBD</p>	<ul style="list-style-type: none"> • Lecture: Regulatory process and private sector compliance • Exercise: Benefit-cost analysis • Exercise: Role of judicial branch • Lecture: How to write a policy memo • Quiz #4 covering Classes 12-15 and readings
<p>Class 17 (11/23)– International Approaches Reading: How are cities planning to respond to climate change? Assessment of local climate plans from 885 cities in the EU-28 (Response due 11/22) Homework: Policy Presentation final draft (due 11/29)</p>	<ul style="list-style-type: none"> • Reading Discussion • Workshop policy presentations • Panel: International environmental policy
<p>Classes 18-19 (11/30-12/2)- Final Presentations</p>	<ul style="list-style-type: none"> • Final Presentations: 2.5-min talk plus 1-min Q&A with a guest expert • Wrap-Up & Summary

The course syllabus is subject to change. Notifications of changes will be shared via Canvas.