

**ESM 243 - Environmental Policy Analysis**  
**Spring 2021**  
**Sarah Anderson**  
**sanderson@bren.ucsb.edu**

**Class: Mondays and Wednesdays 2-3:15**

**Office Hours: Wednesdays [1-2](#) and by appointment-**

*Please note: Due to the move to online instruction, there may be changes as we go along and I learn how to better facilitate your learning. In these difficult times, I hope we can all have patience and support each other. I know it can be tough to concentrate, internet can go down, kids can barge in, and mental health can be difficult, among many other challenges. Please make sure you notify me of any problems you're facing so we can try to solve them together. If I can't help, I'll try to connect you to resources that can.*

**Description:**

This course will help you understand the political dimensions of the US policymaking process. Please note that this is *not* a course about what the "best" public policy for a given subject would be. Rather, it provides students with a framework for understanding why we have the particular public policies that we do in the United States. Specifically, we will examine how interests compete within institutions to transform ideas into public policies. At the end of this course, you should be able to explain why legislatures often enact policies that differ significantly from the recommendations of policy analysts concerned with "good" public policy. Understanding this, in turn, should help you to more effectively analyze and advocate for policies.

While the course does not have any formal prerequisites, I assume you are familiar with the material covered in a standard course on American politics and government (how the institutions and electoral system work). ESM241 fulfills this. If you have any questions about your preparation for the course, feel free to contact me.

**Course Requirements:**

Each student will choose a case study on which to focus for the entire course. The choice of topics is yours, but please be sure that you will be able to complete the assignments on that topic. If you have questions about suitability of a topic or need suggestions, feel free to speak with me.

You will write short (2-3 paragraph) response papers three different sessions during the quarter. I will post questions you may answer or you can always apply the readings to the case you have chosen for the quarter. These short response papers will be due Sunday by five for Monday classes and Tuesday by five for Wednesday classes. Everyone should read these responses before coming to class and offer one comment in the Slack channel in order to be better able to contribute to the discussions.

Additionally, there will be three short (2-4 page) writing assignments throughout the quarter that contribute to the writing of a final policy analysis paper. The policy brief will serve as an introduction to the policy you have chosen. The legislator profile will investigate the electoral incentives of a politician to help you understand voting behavior on your chosen topic. Finally, a summary of poll results will provide an overall assessment of public opinion on your topic.

The information from these papers combined with other research will serve as the basis for your final policy analysis paper. This paper will synthesize the information you have learned from research and class to explain why we observe the particular policy outcome in your chosen area.

Three Responses in Forums: 15%

Policy Brief: 15%

Legislator Profile: 15%

Summary of Poll Results: 10%

Participation: 10%

Final Policy Analysis Paper: 35%

### **Policies:**

Gender and Sex Discrimination Policy and Student Support: Under Title IX, university students are protected from harassment and discrimination based on gender and sex. If a student feels uncomfortable or in need of support at any time related to their gender, sex, race, ethnicity, and/or sexual orientation, please contact me immediately. If a student would like to disclose information related to pronouns, name changes, or identities, I encourage you to do so. UCSB's Resource Center for Sexual and Gender Diversity is also available to advocate for and be of support to students.

### **Course Schedule:**

#### INTRODUCTION

Session 1: Ideas, Institutions and Interests: A Framework for Public Policy Analysis

- GRADY KILLEEN AND ARIK LEVINSON, Automobile Fuel Economy and Greenhouse Gas Emissions Standards

#### IDEAS

Session 2: Utilitarianism, Economics, and the Role of the State

- Jeremy Bentham. 1781. An Introduction to the Principles of Morals and Legislation. [chapters 1 and 4] <http://www.efm.bris.ac.uk/het/bentham/morals.pdf>
- Robert Nozick. 1974. Anarchy, State, and Utopia. [pp. 149-174].

Session 3: Justice and Environmental Ethics

- John Rawls. 1971. *Justice*. [Sections 3-6, 11-12, 17, 24, 26, 40]
- Andrew Brennan and Yeuk-Sze Lo. 2008. "Environmental Ethics." *The Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/ethics-environmental/>

#### **Case Selection Due**

#### Session 4: The Role of Science

- Fein, Ian. 2011. Reassessing the Role of the National Research Council. *California Law Review*.  
<http://www.savepointreyeswilderness.org/wp-content/uploads/2011/10/Ian-Fein-Cal-Law-Review-2011.pdf>
- Policansky, David. 1999. Natural Science, Social Science, and Policy in Resource Management. *Research in Social Problems and Public Policy*: 7: 311-322.
- [For Safety or Profit? How Science Serves the Strategic Interests of Private Actors](#) - An additional article. No need to read, but really interesting.  
**Bring one example of science in policy from current affairs. Here is [one](#).**

#### Session 5: Case Study on Environmental Justice

- Judith A. Layzer. 2006. *The Environmental Case: Translating Values into Policy*. Ch. 5.
- Evan J. Ringquist and David H. Clark. 1999. "Local Risks, States' Rights, and Federal Mandates: Remediating Environmental Inequities in the U.S. Federal System." *Publius*.  
<http://links.jstor.org/sici?sici=0048-5950%28199921%2929%3A2%3C73%3ALRSRAF%3E2.0.CO%3B2-Y>  
**Have a draft of your policy brief to your partner by Tuesday, noon.**

### INSTITUTIONS

#### Session 6: The Institutions

- Walter A. Rosenbaum. 2008. *Environmental Politics and Policy*. [chapter 3]  
**Read your assigned partner's draft policy brief. You'll spend time in class giving feedback.**

#### Session 7: Members of Congress as Interested Participants

- David Mayhew. 1974. *Congress: The Electoral Connection*. New Haven, CT: Yale University Press [pp.32-73]
- Evan J. Ringquist and Carl Dasse. 2004. "Lies, Damned Lies, and Campaign Promises? Environmental Legislation in the 105th Congress" *Social Science Quarterly*.  
<http://www.blackwell-synergy.com/doi/abs/10.1111/j.0038-4941.2004.08502009.x>
- Brandice Canes-Wrone, John Cogan and David Brady, 2001. "Out of Step, Out of Office: Electoral Accountability in House Member's Voting" *American Political Science Review* 96: 127-40.  
**Policy Brief Due**

#### Session 8: Parties

- Keith Krehbiel. 1993. "Where's the Party?" *British Journal of Political Science* 23: 235-266.
- Gary Cox and Mathew McCubbins. 1993. *Legislative Leviathan*. Berkeley: University of California Press. [chapter 5]
- Charles R. Shipan and William R. Lowry. 2001. "Environmental Policy and Party Divergence in Congress." *Political Research Quarterly*.  
<http://prq.sagepub.com/cgi/reprint/54/2/245>
- <https://www.policyed.org/perspectivesonpolicy/unstable-majorities/video>

### Session 9: Pivotal Politics

- Glenn Sussman, Byron W. Daynes, and Jonathan P. West. 2002. [chapter 6]
- Terry Moe. 1985. "The Politicized President," in *The New Direction in American Politics*, eds. John E. Chubb and Paul E. Peterson. Washington, DC: Brookings Institution Press. - optional
- Mathew D. McCubbins. 1999. "Abdication or Delegation? Congress, the Bureaucracy, and the Delegation Dilemma." *Regulation*. <http://mccubbins.ucsd.edu/ARTe5.PDF>  
**Have a draft of your legislator profile to your partner by Tuesday, noon.**

### Session 10: Federalism & the Politics of COVID-19

- On Gauchospace  
**Peer review in class**

### Session 11: Policy Meeting

- Sheila Jasanoff. 2000. Technological Risk and Cultures of Rationality. In *Incorporating Science, Economics, and Sociology in Developing Sanitary and Phytosanitary Standards in International Trade*. National Research Council. Washington, D.C.: National Academy Press: 65-84. <http://books.nap.edu/books/0309070902/html/65.html#pagetop> - optional
- Judith A. Layzer. 2006. *The Environmental Case: Translating Values into Policy*. [chapter 11] - optional  
**Legislator Profile due**

## INTERESTS

### Session 12: The Public as Interested Participants

- James Stimson, Michael MacKuen and Robert Erikson. 1995. "Dynamic Representation." *American Political Science Review* 89: 543-565.  
<http://links.jstor.org/sici?sici=0003-0554%28199509%2989%3A3%3C543%3ADR%3E2.0.CO%3B2-Q>
- Mark Dowie. 1995. *Losing Ground*. [chapter 8]

### Session 13: Public Opinion and (Changing) Behavior

- Stokes, Leah C. 2015. "Electoral Backlash against Climate Policy: A Natural Experiment on Retrospective Voting and Local Resistance to Public Policy." *American Journal of Political Science*: - optional
- Mildenerger, Matto et al. 2013. "Beyond the Information Campaign: Community-Based Energy Behavioral Change at the University of Toronto." *Environmental Practice* 15(02): 147–55.
- Howe, Peter D., Matto Mildenerger, Jennifer R. Marlon, and Anthony Leiserowitz. 2015. "Geographic Variation in Opinions on Climate Change at State and Local Scales in the USA." *Nature Climate Change* 5(6): 596–603.

### Session 14: Problem Definition and Agenda Setting

- Frank Baumgartner and Bryan Jones. 1993. *Agendas and Instability in American Politics*. Chicago: University of Chicago Press [chapter 4]

- E.E. Schattschneider. 1960. *The Semi-Sovereign People*. Fort Worth, TX: HBJ. [chapter 2]  
**Summary of Poll Results Due**

Session 15: Interests Broadly

- *Federalist 10* and *Federalist 51*, online at [http://avalon.law.yale.edu/subject\\_menus/fed.asp](http://avalon.law.yale.edu/subject_menus/fed.asp)
- E.E. Schattschneider. 1961. *The Semi-Sovereign People*. Fort Worth, TX: HBJ. [chapter 4]
- Frank Baumgartner and Bryan Jones. 1993. *Agendas and Instability in American Politics*. Chicago: University of Chicago Press [chapter 9]

Section 16: Interest Groups and the Public

- Han, Hahrie. 2016. "The Organizational Roots of Political Activism: Field Experiments on Creating a Relational Context" *American Political Science Review*.
- Han, Hahrie. 2012. "What Civic Organizations Can Do to Engage Citizens in Environmental Action." *Environment: Science and Policy for Sustainable Development* 54(1): 38–40.

Session 18: Interest Groups, Campaign Contributions, and Lobbying

- John Mark Hansen. 1991. *Gaining Access* Chicago: University of Chicago Press. [chapters 1,4]
- Stephen Ansolabehere, John M. de Figueiredo, and James M. Snyder Jr. 2003. "Why is there So Little Money in U.S. Politics?" *Journal of Economic Perspectives* 17:105-130. [Available online] optional
- Frank Baumgartner and Beth Leech. 2001. "Issue Niches and Policy Bandwagons: Patterns of Interest Group Involvement in National Politics" *Journal of Politics* 63: 1191-1213. [available online] optional
- Anthony Nownes. 2006. *Total Lobbying*. New York: Cambridge University Press. [chapter 1,2,4]

Session 19: Presentation of cases

Session 20: Presentation of cases

**Final Paper Due**