

# U.S. Environmental Policy & Politics (GOV/ES 258)

Connecticut College  
Instructor: Dr. Jared Heern  
Spring 2025  
Mondays & Wednesdays, 1:15-2:30pm  
Location: Fanning Hall 302



## Contact Information

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Virtual Meeting Link: <https://conncoll-edu.zoom.us/j/jheern>

## Description

We are perpetually interacting with our environment. In this class we will examine the ways that we govern our interaction with the environment and formulate policies to respond to environmental issues and attempt to prevent future harm, while trying to balance often competing interests of nature, development, business, justice, and many others. Unit 1 will lay out the fundamentals of how we have thought about our relationship with the environment over time, and how that has broadly affected our approach to environmental policy throughout American history. It will also introduce concepts from the disciplines of political science and public policy to better understand the formal processes of making public policy, policy design choices, the important actors and stakeholder groups, and other forces that shape policy outcomes. Unit 2 will examine a series of environmental topics (e.g., clean air and clean water), define the problem, analyze various policy solutions, and the politics surrounding each of those policy areas. Finally, Unit 3 will focus on climate change, why addressing it is so challenging, potential policy tools, and the obstacles for adopting those policies.

## Learning Objectives

One year from taking this course, it is my goal that you will be able to:

- Outline the most important dimensions of major environmental issues
- Identify the institutions that develop environmental policy in the U.S., explain how they make decisions, and understand how different interests influence policy decisions
- Develop a policy tool belt and draw upon the tools learned in this class to propose solutions for environmental problems, while clearly and concisely analyzing the advantages and disadvantages of different environmental policies
- Explain why climate change is such a challenging problem to solve, the most promising solutions for addressing it, and the obstacles for adopting and implementing those policies
- Speak in-depth about a specific environmental problem that is important to you, the institutions important for addressing it, the various stakeholders that have an interest in the issue, and your recommended policy solutions

## Required Texts

There are no required books to purchase for this course. All required reading materials will be made available through Moodle if they are not readily accessible online. **The most updated place to get readings is through Moodle.** Please contact me if you have trouble locating required course readings or additional resources for assignments.

## Requirements

- **Participation**
  - Class participation comes in many forms such as assignments, coming to class, asking questions, making comments, and generally being a good citizen in the course. Many announcements and occasional assignments will be given in class only. If you miss when handouts or other items are distributed, it is your responsibility to get copies of them for yourself. I only share my lecture slides in cases of absences related to accessibility accommodations, religious observances, college-related activities, and extraordinary health issues. Otherwise, it is your responsibility to get notes from a classmate. I encourage you to use the buddy system and find someone to have this agreement with early in the semester.
- **Exams**
  - This course is comprised of three units. At the completion of Unit 2, there will be an online exam on Moodle covering the lectures and reading material for Units 1 and 2. At the end of Unit 3 there will be an exam just covering the lectures and reading material for Unit 3. These exams will be open note, but not open reading material, and will be comprised of mostly multiple choice questions with some short answer components.
- **Policy Analysis Briefs**
  - Throughout the semester you are required to write three short papers (2-4pp double-spaced) that analyze an environmental policy issue currently being discussed in the news, i.e., one that is being proposed or considered, but has yet to be adopted. It is your responsibility to find an article discussing an environmental policy issue and submit the paper prior to each due date

(see schedule below). You can always send me a link to the article to confirm it is a good topic to write about. In each paper you will briefly summarize the issue and the policy (no more than one paragraph each), and then discuss the advantages and disadvantages to that policy, incorporating what we have talked about in class. Full prompt on Moodle.

- **Final Paper**

- You will select an environmental issue that is important to you. For the final paper (~1,500-2,000 words), you will outline the environmental issue, characterize the current and historical policy space, identify the key political institutions and stakeholders, and discuss the advantages and disadvantages of the current policy situation, before ending the paper by offering your own recommendations on how to improve policy related to your environmental issue. Full prompt will be posted to Moodle.

- **Draft Final Paper**

- You will submit a portion of your final paper (at least 3pp) during the second half of the semester (see schedule for details). I will provide feedback on this partial draft that you can incorporate prior to submitting your full final paper at the end of the semester. The interim paper does not have to be complete, written from the beginning, or written in consecutive paragraphs, but it must be fully written out--no bullet points. The more complete and cohesive the draft is, the higher the quality of feedback I can provide.

- **CIL Engaged Learning Project**

- Facilitated through the Hale Center for Career Development and the Academic Resource Center, Career Informed Learning (CIL) is a collaboration between a faculty member and alumni with expertise in the topic of a specific class to provide students with a relevant hands-on learning experience as they work together to provide solutions to relevant case studies and projects allowing students to see the correlation between classroom learning, skill development and the work world. We will be teaming up with Conn alum Nick Miller and colleagues at Triumvirate Environmental, a hazardous waste consulting and disposal firm based out of Newington, CT. Triumvirate will provide us with a set of environmental problems related to their work and, working in groups of 4, you will develop and present a solution to the problem. Throughout the process and for the final presentation you will receive feedback from both me and the professionals working with the issues every day at Triumvirate.

## Grades

Your final grade will be based on a total of 500 available points:

- Participation - 50 points - 10%
- Policy Analysis Briefs (3) - 75 points - 15%
- Draft Final Paper - 25 points - 5%
- Final Paper - 100 points - 20%
- Exams (2) - 200 points - 40%
- CIL Engaged Learning Project - 50 points - 10%

Extra Credit Opportunity: Environmental Documentary Review Paper (3-4pp, details from contacting me) - 20 points maximum

## Grading Scale

Letter Grade			Percentage		
Letter Grade			Percentage		
A	—	93-100%	C	—	73-76%
A-	—	90-92%	C-	—	70-72%
B+	—	87-89%	D+	—	67-69%
B	—	83-86%	D	—	63-66%
B-	—	80-82%	D-	—	60-62%
C+	—	77-79%	F	—	0-59%

## Missed Tests & Late Assignments

Tests must be taken within the specified window on Moodle (started by 11:59pm on Sunday of the specified week). Once the test is closed you will not be able to take the exam, unless prior arrangements have been made. Other assignments will be docked 5% of total points every 12 hours they are late, beginning from the deadline. Consideration will be given for extensions **only** if students make arrangements with me before a due date, with exceptions made on limited a case-by-case basis for exceptional circumstances. I try to be flexible with deadlines, but you must communicate any circumstances that will prevent you from completing a requirement on time as soon as possible.

## Attendance Policy

Attending class is crucial for your own success, as well as contributing to the learning of your classmates. **You are allowed to miss two class periods without any excuse** or information provided to me. Additional absences will require pre-clearance or documentation explaining the absence. After two unexcused absences, additional unexcused absences will result in 10 points being deducted from your participation grade. Three additional unexcused absences (for a total of 5), will result in failure of the course. I understand that this class only comprises one component of your very busy and sometimes unpredictable lives, and I try to be flexible and accommodating. However, you need to be able to communicate when unable to attend class so that we can work together to ensure you still meet the requirements and objectives of the course. Refer back to the participation requirement about information and materials missed in class.

## Classroom Technology Policy

Complementary to the attendance policy and graded participation, part of being a good citizen of the class is being present, not distracted, and not distracting to your classmates. To help avoid these distractions, **laptops and tablets are not allowed to be used during lectures** (with the exception of accessibility accommodations). There may be times during discussions and other activities where these devices will be useful and necessary, but please refrain from using them unless otherwise specified. Writing notes by hand is a valuable skill to develop, increases information retention, and these notes can be used on quizzes and exams.

## Office Hours

Please come see me! Office hours provide students with additional opportunities to review or ask questions about the class discussions and assignments. Connecticut College faculty encourage students to go to office hours so they might learn about your interests, both inside and outside the classroom. In addition to talking about class material and assignments, you may find you share common interests, such as music, books, hobbies, and movies. If a professor knows your interest, they may inform you about campus programs and activities or other opportunities like fellowships and scholarships. Most importantly, a professor who knows their students writes better letters of recommendation. Successful students at Connecticut College make time to go to their professors' office hours. All Connecticut College faculty are required to have office hours on their syllabus and posted on their office door. If you cannot make your professor's scheduled office hours, contact your professor to set up an appointment.

## Credit Hour Definition

A semester course is normally equivalent to four credit hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, a course will provide an average of at least one hour of classroom or direct faculty instruction (class meetings, labs, review sessions, field trips, office hours, film screenings, tutorials, training, rehearsals, etc.) and at least two hours of out-of-class work (homework, preparatory work, practice, rehearsals, etc.) per week.

## The Connecticut College Honor Code

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution. In this class, at a minimum, exams and assignments that are determined to violate the honor code will result in a failing grade.

## AI Policy

Large language models like ChatGPT are rapidly becoming powerful tools to enhance many tasks, academic and otherwise. However, turning in work composed by AI tools as your own is unacceptable and will be considered plagiarism. Appropriate uses of these tools might include summarizing and organizing sources, suggesting outlines for a writing assignment, and proofreading and asking for feedback on original written work. However, it is important to note that the output of these tools is not the same as search engines and can be flawed in numerous ways (e.g., fictitious citations, bias, misunderstanding of a prompt). You should always critically evaluate AI responses, compare them to non-AI sources of information and what you already know, and *always* turn in work that is originally written by you and, at most, informed and assisted by AI (if you choose to use it at all). Violations of this policy will be considered a violation of the Honor Code.

## Title IX Statement

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sex-based harassment, sexual assault, dating violence, domestic violence, stalking, or other forms of gender-based discrimination, and that I will report that information to the Title IX office, if it is shared with me. However, the Title IX office in response to notice from me will reach out to you to offer support and resources, and offer you the opportunity to file a formal Title IX complaint, which is up to you. Nicole Powell, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains or Confidential Advocates. Nicole can also help you access other resources on campus and in the local community. You can reach Nicole at [spowell2@conncoll.edu](mailto:spowell2@conncoll.edu), or make an appointment with Nicole or one of the other Confidential Advocates at <http://bit.ly/ConnCollSVPA>.

The College sex-based harassment, dating violence, domestic violence, stalking, and nondiscrimination policies are in the Equal Opportunity, Harassment and Nondiscrimination Policy, which can be found [here on the College's website](#). There you will find the policies, definitions, procedures, and resources. If you need to report an incident or have any questions about the policy, you can contact the Title IX Coordinator, Megan D. Monahan, J.D., at 860-439-2624 or [mmonahan@conncoll.edu](mailto:mmonahan@conncoll.edu).

## Academic Resource Center

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Its offices are located on the second floor of Shain Library. Students can make appointments by clicking on this link: <https://forms.gle/BQecmVdK8Bg1sv5P7>. The ARC is open to the community as a quiet study space at any time the library is open. Professional staff is there for appointments Monday – Friday, 8:30 – 5:00 (evenings

are by appointment only). If faculty or students have any questions or concerns, they should contact Patricia Dallas ([pdallas@conncoll.edu](mailto:pdallas@conncoll.edu)).

## Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. If you're a confident, experienced writer, our tutors can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer, they can help you to work on grammar or organization or whatever you need. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader so that you can get useful feedback on that work *before* you have to turn it in for a final grade. You can make an appointment by using the Google Calendar link on the Writing Center's website at <http://write.conncoll.edu/> or by emailing the Writing Center at [writingcenter@conncoll.edu](mailto:writingcenter@conncoll.edu); a new calendar of appointments will become available by the second week of each semester.

## Office of Student Accessibility Services

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic accommodations, please have your Faculty Notification Letter emailed to me through the Student Accessibility online management system (AIM) and schedule a meeting during my office hours as early as possible in the semester so that we can discuss the logistics of your accommodations. **It is crucial you do this so that we can facilitate your best experience in the class while ensuring you satisfactorily meet the course requirements.** If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439-5428 or [sas@conncoll.edu](mailto:sas@conncoll.edu).

## Classroom Recording

With the exception of those granted accommodations through the Office of Student Accessibility Services, students are prohibited from audio, video, or photographic recording during class periods or out-of-class meetings with the instructor without explicit permission from the instructor. Recordings approved in this manner may not be shared in any form without permission of the instructor. Violations of this policy shall be considered an Honor Code violation.

## Respecting Personal Pronouns and Identity

Everyone deserves to be referred to and addressed in accordance with their personal identity. As a faculty member, I am committed to ensuring my classroom affirms people of all gender expressions and gender identities. In this course, we will only use the name and pronouns of each individual's choosing. The repeated usage of incorrect names and/or pronouns are against Connecticut College policy and may constitute a Title IX policy violation as well as a violation of state and federal law. If

you have any specific questions on Title IX policy email our Title IX Coordinator, Megan Monahan at [mmonahan@conncoll.edu](mailto:mmonahan@conncoll.edu).

In the classroom, be assured that you will always be referred to by the name and pronouns you choose. If you go by a different name than your legal name, Connecticut College has a process to change your preferred name on most campus systems. If you want to learn more about this process go to [conncoll.edu/equity-inclusion/preferred-name-faq/](http://conncoll.edu/equity-inclusion/preferred-name-faq/) or email [GSP@conncoll.edu](mailto:GSP@conncoll.edu).

Students, faculty and staff are now able to choose and share their pronouns within the college community by using the Preferred Name/Pronouns link on the Account navigation menu in CamelWeb and the CC Mobile App. Your gender pronouns will appear in the internal directory located in CamelWeb and the CC Mobile App. If none are selected, or if “Not Applicable” is selected, no pronouns will display. Enrolled students’ gender pronouns will also display in Moodle for instructors via the class participants page.

Pronouns are one way to affirm someone’s gender identity, but they are not necessarily indicative of a person’s gender identity. Commonly, they/them is a gender-inclusive pronoun used by a variety of identities. However, while some people use they/them, others may use pronouns like ze/zem, xi/xim, he/him, she/her, any combination of those and/or many others. They may even reject pronouns altogether and use their name in place of pronouns. Remember to ask for pronouns, listen, and then respect the gender identities of those around you by using the proper terminology. If you have any further questions or you want to learn more about gender & sexuality, please do not hesitate to contact the Director of Gender & Sexuality Programs at [gsp@conncoll.edu](mailto:gsp@conncoll.edu).

## **Schedule** (Subject to change with notification)

### **Unit 1: Fundamentals of Environmental Governance**

#### **Week 1**

Wed (1/22): Course Introduction

Topics:

- Introductions
- Syllabus
- Overview of course, objectives, and expectations

Reading:

- None

#### **Week 2**

Mon (1/27): Thinking About Environmental Issues

Topics:

- Defining environmental issues and their complexity
- Anthropocentrism, Biocentrism, Ecocentrism
- Group Activity: Tragedy of the Commons

Reading:

- Hardin, Garret. 1968. “The Tragedy of the Commons.”
- Bell, Michael. "Organizing the Ecological Society." in *Invitation to Environmental Sociology*.
- \*\*On Moodle\*\*



Wed (1/29): American Environmental History

Topics:

- First Settlers to the Transcendentalists
- Muir & Pinchot
- Carson and Environmental Protection
- Discussion: Conservation vs. Preservation

Reading:

- NRDC. 2015. "The Story of Silent Spring".
- Pinchot, Gifford. 1909. "The ABCs of Conservation."
- Abbey, Edward. 1968. "Polemic: Industrial Tourism and the National Parks." From Desert Solitaire.

**Week 3**

Mon (2/3): American Policy Process I

Topics:

- The Legislative Process
- Federalism and the States
- Polarization, Gridlock, and their Consequences

Reading:

- Watch CrashCourse, How a Bill Becomes a Law
- Watch CrashCourse, Federalism
- Bergquist, Parrish and Christopher Warshaw. 2019. "Elections and Parties in Environmental Politics." in *Handbook on U.S. Environmental Policy*. ed. David Konisky.

Wed (2/5): American Policy Process II

Topics:

- The regulatory process
- Models of Policymaking
- Policy Feedback

Reading:

- Smith, Kevin B. & Christopher W. Larimer. 2017. "Does Politics Cause Policy? Does Policy Cause Politics?" *The Public Policy Theory Primer*. Chapter 2. (On Moodle)

**Week 4**

Mon (2/10): Environmental Policy Tools I

Topics:

- Command and Control/Market-based/Voluntary Programs
- Advantages and disadvantages of different tools

Reading:

- Review Linquiti Policy Chart On Moodle
- Paddock, 2012. "Beyond Deterrence: Compliance & Enforcement in the Context of Sustainable Development." 42 *Envtl. L. Rep. News & Analysis* 10622

Wed (2/12): Environmental Policy Tools II

## Topics:

- Class Activity: Designing Policy Solutions

## Reading:

- \*\*Read news article assigned to your group and come prepared to discuss the policy implications\*\*
- \*\*Come prepared with a local environmental issue (i.e. Conn/New London) that you want the class to solve\*\*

**Week 5**Mon (2/17): Environmental Policy Influences

## Topics:

- Environmental economics and externalities
- Discussion: Benefit/Cost Analysis
- Public Opinion & Environmental Policy

## Reading:

- Polasky & Binder. 2012. "Valuing the Environment for Decisionmaking," Issues in Science & Technology.
- NPR. 2020. "How Government Agencies Determine The Dollar Value Of Human Life." *All Things Considered* Interview.
- Mildenberger & Leiserowitz. 2017. "Public opinion on climate change: Is there an economy–environment tradeoff?" *Environmental Politics* 26(5):801-824.

Wed (2/19): Environmental Justice

## Topics:

- History of the EJ Movement
- Causes & Consequences of environmental injustice
- Discussion: Group Examples of EJ Issues

## Reading:

- Mohai, Pellow, and Roberts. 2009. "Environmental Justice." *Annual Review of Environment and Resources* 34: 405-430.
- Pulido, Laura. 2016. "Flint, Environmental Racism, and Racial Capitalism." *Capitalism Nature Socialism* 27(3): 1-16
- \*\*Group Assigned News Article - See Moodle for Assignment\*\*

**\*\*FIRST ANALYSIS BRIEF DUE at 11:59pm Sunday, February 23rd\*\***

**UNIT 2: Environmental Problems and Their Solutions(?)****Week 6**Mon (2/24): Waste and Toxics I

## Topics:

- The Solid Waste System
- Hazardous Waste & Toxics
- RCRA & CERCLA

## Reading:

- Szasz, Andrew. 1994. Ecopolulism: Toxic Waste and the Movement for Environmental Justice. CHs 1-4

Wed (2/26): Waste and Toxics II

- Presentation from Triumvirate Environmental
- Introduction of CIL Class Project
- No new reading

**Week 7**Mon (3/3): Clean Air

## Topics:

- History & Sources of Air Pollution in U.S.
- Clean Air Act & its Amendments

## Reading:

- EPA. "Evolution of the Clean Air Act"
- Holladay, J. Scott. 2011. "Valuing the Clean Air Act: How Do We Know How Much Clean Air is Worth?" *Institute for Policy Integrity*

Wed (3/5): Clean Water

## Topics:

- Dams & Bureau of Reclamation
- Clean Water Act & Safe Drinking Water Act
- Discussion: Comparison to Clean Air Act & Flint

## Reading:

- Lewis, Andrew S. 2022. "The Clean Water Act at 50: Big Successes, More to Be Done." *YaleEnvironment360*
- Bennett, Nick. 2022. "Shortcomings of the Clean Water Act." *Maine Policy Review* 32(1)
- Denchak, Melissa. 2024. "Flint Water Crisis: Everything You Need to Know." NRDC

**\*\*SECOND ANALYSIS BRIEF DUE at 11:59pm Sunday, March 9th\*\***

**—Spring Break No Class 3/10, 3/12, 3/17, 3/19—**

**Week 8**Mon (3/24): Land Use and Biodiversity

## Topics:

- Discussion: Federal Land Management Agencies & Their Missions
- FWS & Endangered Species Act

## Reading:

- Watch National Park Diaries. "Here's Who Manages YOUR Public Lands" and be prepared to discuss

-Shiffman, David. 2025. “Donald Trump’s Second Term Will Be Bad News for Endangered Ocean and Coastal Animals”. *The Revelator*.

Wed (3/26):

- Unit 2 Spillover
- Group Project Work Day

**\*\*GROUP PROJECT DUE at 11:59pm Sunday, March 30th\*\***

## **Week 9**

Mon (3/31) & Wednesday (4/2):

- CIL Triumvirate Group Presentations

**\*\*UNITS 1 & 2 EXAM DUE at 11:59pm Sunday, April 6th \*\***

## **UNIT 3: Energy & Climate Change**

### **Week 10**

Mon (4/7): The U.S. Energy System I

Topics:

- Sources of GHGs in the U.S.
- Basics of the energy system: Generation, Transmission, Distribution

Reading:

- Primer on U.S. Energy System
- Watch “Last Week Tonight: The Power Grid”

Wed (4/9): The U.S. Energy System II

Topics:

- Politics of the energy system
- “Last Week Tonight: Utilities”
- Electric Utilities & Public Utility Commissions

Reading:

- Heern, Jared. 2023. “Who’s controlling our energy future? Industry and environmental representation on United States public utility commissions.” *Energy Research and Social Science* 101: 103091
- Stokes, Leah. 2020. “Regulatory Capture Thwarts Feedback.” in *Short Circuiting Policy*

### **Week 11**

Mon (4/14): History of Climate Policy in the U.S.

Topics:

- Early developments & almost solutions (1960s-1980s)
- Politicization (1990s)
- Waxman-Markey and CPP in 2010s

## Reading:

- Mildenberger, Matto. 2021. "The development of climate institutions in the United States". *Environmental Politics* 30(51): 571–592
- \*\*Skim\*\*: Rich, Nathaniel. 2018. "Losing Earth: The decade we almost stopped climate change. A tragedy in two acts." *New York Times Magazine* 5 August.
- Naomi Klein response to Rich. "Capitalism Killed Our Climate Momentum, Not 'Human Nature'". *The Intercept*. August 3, 2018.

Wed (4/16): Climate Justice

## Topics:

- Climate vulnerability and just transition opportunities
- Group Discussions: Specific examples from articles

## Reading:

- Whyte, Kyle. 2020. "Too late for indigenous climate justice: Ecological and relational tipping points." *WIREs Climate Change* 11(1): 1-7.
- Myles Lennon. 2019. "No Silver Bullets." *Jacobin*.
- \*\*Read news article assigned to your group and be prepared to discuss\*\*

**\*\*INTERIM FINAL PAPER DUE at 11:59pm Sunday, April 20th\*\*****Week 12**Mon (4/21): Climate Policy Tools I

## Topics:

- Command-and-Control
- Market-Based

## Reading:

- Parrish Bergquist et al. 2020. "Energy policy and public opinion: patterns, trends and future directions." *Progress in Energy*

Wed (4/23): Climate Policy Tools II

## Topics:

- Finish Market-Based
- Voluntary/Inflation Reduction Act
- Discussion: Survey of RMI State Policy Portfolios

## Reading:

- Bergquist and Warshaw. 2023. "How climate policy commitments influence energy systems and the economies of US states." *Nature Communication*
- Review Rocky Mountain Institute's State Climate Action Scorecards and Dashboard. Pick a state (home state, favorite state, etc.) and make observations about their portfolio

**\*\*FINAL ANALYSIS BRIEF DUE at 11:59pm Sunday, April 27th\*\***

**Week 13****Mon (4/28): Climate Advocacy Groups and Strategies**

## Topics:

-\*\*Guest speaker from advocacy group\*\*

## Reading:

- Jonas Meckling and Samuel Trachtman. 2022. "The Climate Advocacy Gap."
- Fisher, D.R. and Nasrin, S., 2021. Shifting coalitions within the youth climate movement in the US. *Politics and Governance*, 9(2), pp.112-123.

**Wed (4/30): Climate Obstruction**

## Topics:

- Discourses of climate obstruction
- History and structure of climate change countermovement

## Reading:

- Dunlap, R.E. and A.M. McCright. 2015. "Challenging climate change: The denial countermovement." Chapter 10 in *Climate Change and Society: Sociological Perspectives*. R.E. Dunlap and R. J. Brulle, editors. Oxford.
- CSSN Briefing, Robert Brulle-- The Structure of Obstruction.
- Basseches, J.A., et al. 2022. "Climate policy conflict in the US states: a critical review and way forward". *Climatic Change*, 170(3), pp.1-24.

**Week 14****Mon (5/5): The U.S. & International Climate Policy**

## Topics:

- UNFCCC Framework history: Rio, Kyoto, Paris
- U.S. Commitments Over Time
- Barriers for International Cooperation

## Reading:

- Ciplet, D. and Roberts, J.T., 2017. "Climate change and the transition to neoliberal environmental governance." *Global Environmental Change*, 46, pp.148-156.
- CDL Loss and Damage Report

**Wed (5/7): Review**

-\*\*Attendance not required\*\*

-Can use time to take Unit 3 Exam (not in the classroom) or work on final paper, I will be available in class to answer questions about exam (not while you are taking it) or other issues

**\*\*UNIT 3 EXAM DUE at 11:59pm Wednesday, May 7th\*\***

**\*\*FINAL PAPER DUE at 11:59pm, Monday, May 12th\*\***