

ENV 102: Introduction to Environmental Policy
Chapman University
Spring Term 2023

Professor: Dr. Patrick Hunnicutt

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- You're welcome to call me Patrick, Dr. Hunnicutt, or some variation of either.

Lecture: Tuesday/Thursday

- Section-01 – Hashinger Science Center 109, 11:30am – 12:45 pm
- Section-02 – Demille Hall 101, Tuesday/Thursday, 2:30pm – 3:45pm

Drop-in Hours: Roosevelt Hall 212

- Tuesdays: 9am – 10am, 1pm – 2pm
- Thursdays: 4pm – 5pm

Course Description and Structure

Environmental problems, from air pollution to deforestation to climate change, are increasingly complex and pose a significant threat human well-being around the world. Yet solving environmental problems remain contentious, and – potentially as a result – there is significant global variation in the policies meant to address environmental problems. This is especially true in the United States, where a myriad of environmental policies and environmental policy conflicts exist at the local, state, and federal levels. This course draws on research from a variety of disciplines in the social sciences to answer the following questions:

- What policies exist to address environmental problems in the United States, and what are the historical and philosophical origins of those policies?
- How do political forces enable and constrain meaningful action to address environmental problems, both in the United States and abroad?

ENV 102 consists of two modules. The first module describes the current regulatory framework for addressing environmental problems in the United States and how it came to be. The second module introduces an analytical framework through which we can identify how politics sometimes enables but other times constrains meaningful action on environmental problems. Additionally, module 2 briefly surveys popular political strategies to address environmental problems.

Course Learning Outcomes

This course will provide students the opportunity to:

- Describe the current regulatory framework for addressing environmental problems in the United States.
- Explore the origins environmental policy in the United States, with a specific focus on the perspectives excluded from conventional histories of American environmentalism.
- Analyze how interests, ideas, and institutions affect the prospects for environmental policymaking in the United States and abroad.
- Synthesize research on environmental policy from various disciplines in the social sciences.

- Strengthen the critical thinking and communication skills necessary to advocate for stronger, more equitable environmental policies.

Course Materials

There are no required texts for this course. All materials will be available on Canvas and/or through a hyperlink on the syllabus (see below). Please do not hesitate to reach out to me *in advance* if you have trouble accessing the course materials.

Course Activities

We will meet in-person in Demille Hall 101 on Tuesdays and Thursdays of the 2023 Spring semester, unless otherwise noted. Remote lectures will be scheduled as needed.

Participation

Attending and participating in each class is critical to both your and your peers' success in this course. I expect you to attend class having already read the session's assigned readings, and to actively participate during our meetings. Active participation includes but is not limited to asking clarifying or probing questions, reflecting on the course's materials during class discussions, and completing various discussion activities.

Part of your participation grade will come from your responses on pop quizzes about the readings. These quizzes will occur at random throughout the semester. Quizzes will be administered on a physical worksheet at the beginning of class and will include a single question based on the assigned readings. You will have 10 minutes to write and submit your response, and you may use any notes you have prepared for class to complete the quiz. Quizzes will be graded on a check-plus/check/check-minus scale:

- Check-plus: response clearly demonstrates engagement with the assigned readings, e.g., summarizing their key themes in your own words and with specific evidence.
- Check: response demonstrates some engagement with the assigned readings, e.g., restates its key themes.
- Check-minus: response demonstrates poor/no engagement with the assigned readings.

I will use the following scale to record participation grades at the end of the semester:

- A (90-100% of possible points): Student comes to class prepared, having read materials assigned. Student is attentive and makes thoughtful contributions to our discussions. Student stays on task and contributes to group work both in and outside of class. Student's reading quizzes average out to a check-plus.
- B (80-89% of possible points): Student is usually prepared for class. Student is always attentive and makes thoughtful contributions to our discussion from time to time. Student stays on task and contributes to group work both in and outside of class. Student's reading quizzes average out to between a check and check-plus.
- C (70-79% of possible points): Student clearly shows evidence of being unprepared on several occasions. Student volunteers infrequently and makes comments that are repetitive, irrelevant, or otherwise demonstrative of a lack of preparation for class. Student stays on task and contributes to group work both in and outside of class. Student's reading quizzes average out to a check.

- D (60-69% of possible points): Student is unprepared and/or inattentive most of the time. Student rarely volunteers and demonstrates lack of involvement in class activities. Student does not stay on task in class, asks unnecessary or inappropriate questions or contributes little to class discussions. Student's reading quizzes average out to a check-minus.
- F (< 60% of possible points): Student exhibits lack of concern for the class and demonstrates no meaningful willingness to engage in class activities. Their behavior may have a negative effect on the class. Student's reading quizzes average out to a check-minus.

One important note: reading is frontloaded in this course! This means that there will be more readings assigned per class during the first half of the semester and fewer readings assigned per class during the second half of the semester. Please take this into account as you budget out your time for the semester. I would encourage you all to form small readings groups where you and your peers can complete and discuss each class's readings.

Environmental Conflict Analysis and Presentation

You will work in small groups (4-5 people) to analyze an environmental policy conflict of your choice. Your analysis must do two things: (1) identify the *problem definitions* different parties to the conflict are competing to elevate and (2) attribute the environmental policy conflict to distributive conflict, ideological/ideational conflict, a collective action problem, or some combination of all three theories. Groups will give 10- to 15-minute presentations of their analysis in class during the final two weeks of the semester. Please see Canvas for additional details on this assignment.

Midterm/Final Exam

You will complete a midterm exam and final exam in this course. The midterm exam is to be completed in-class on Thursday, 16-March-2023. Students in the 11:30am-12:45pm section are scheduled to complete the final exam on Monday, 15-May-2023 between 8:00am and 10:30am. Students in the 2:30pm-3:45pm section are scheduled to complete the final exam on Tuesday, 16-May-2023 between 1:30pm and 4:00pm. Both exams are closed book.

The midterm exam will take approximately 75 minutes to complete. It will consist of a selection of short answer questions (e.g., "What is the 'utility consensus,' and how does it expand/constrain the ability of policymakers to initiate a clean energy transition in the United States today?") and essay prompts (e.g., "What role does problem definition play in environmental policymaking? Provide at least one example to substantiate your argument."). A list of the midterm's possible essay prompts will be released one week prior to the exam's date. The midterm will present you with three different essay prompts, and you will select one to complete. Short answer questions will not be released prior to the midterm.

The final exam will take approximately 120 minutes to complete, and its content will span the entire semester. It will exclusively of essay prompts and short answer questions. A list of the final exam's essay prompts will be released one week prior to the exam's date. The final exam will present you with four different essay prompts, and you will select two to complete.

We will hold in-class review sessions for the midterm and final exams. Additional information on both exams can be found on Canvas.

In-class Practicums

Applying the concepts and skills we review during lecture is critical to achieving this course’s learning objectives. As such, we will regularly hold in-class “practicums,” during which you will work in small groups to complete a miniature assignment. These practicums will range from engaging in debates about the implementation of various environmental policies to using the statistical software R to describe variation in environmental attitudes.

After completing these practicums, you will be required to respond to a related discussion prompt on Canvas. Responses must be between 250 and 500 words long and engage with key themes and evidence from the practicum. Additional information on each practicum and its corresponding discussion prompt can be found on Canvas (scroll through the course’s “pages”).

Course Evaluation

Your final grade will be out of 100 percentage points distributed across the following assignments:

ASSIGNMENT	POINTS	NOTES
PARTICIPATION	10	Curious about your participation grade? Feel free to stop by my drop-in hours to chat with me about it!
IN-CLASS PRACTICUMS	20	You will be evaluated on the quality of your responses to each practicum’s discussion prompt.
ENVIRONMENTAL POLICY CONFLICT ANALYSIS	25	Twenty of the 25 points will come from my evaluation of your in-class presentation. The remaining five points will come from your group members’ evaluations of your contribution(s) to the analysis/presentation.
MIDTERM, FINAL EXAM	45	Your highest scoring exam will be worth 25 points, while your lowest scoring exam will be worth 20 points.

Your final grade will be based on the following rubric:

Letter Grade	Total Percentage Points
A+	97-100%
A	93-96%
A-	90-92%
B+	87-90%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%

D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

Course Policies

Contacting Dr. Hunnicutt

The best way to contact me is either to attend my drop-in hours or to send me an e-mail. You are welcome to just drop by my office if you'd like to chat, though I cannot guarantee that I will be there/available outside of my scheduled hours.

Re: email – I will respond within twenty-four hours to e-mails that I receive during business hours on Mondays through Thursdays. I will try to answer e-mails received prior to mid-afternoon on Friday by 5:00 p.m. but may not manage to respond until Monday.

Health and Safety

All members of our campus community are required to follow Chapman University's COVID-19 [protocols](#). This includes completing your [Daily Health Screening](#) *prior* to attending each class and [filing](#) your proof of vaccination and boosters or personal declination. Masking in the classroom is highly encouraged – particularly in the first few weeks of the term – but not required. Free masks are available at Chapman's student health center.

If you are not feeling well, please report as much on your [Daily Health Screening](#), communicate with Dr. Hunnicutt, and do not come to class. You will not be penalized for health-related absences, given appropriate documentation.

Attendance

Attendance to our class discussions is mandatory. You will be allowed **one** unexcused absence over the duration of the term, past which unexcused absences will result in a reduction in your participation grade.

What counts as an excused absence? Missing class because of an illness (given you provide a doctor's note or test positive for COVID) or extenuating personal circumstances (e.g., mental health crisis, mandatory participation in off-campus event).

Late Work

Unless otherwise specified, assignments turned in after the listed time and date will be considered late and will lose on half-grade per day. This means an assignment that would have been an A+ if turned in on time would receive an A if turned in one day late, an A- if turned in two days late, a B+ if turned in three days late, and a B if turned in four days late. Assignments will receive a grade of 0 if turned in more than four days late. (Not worth it!)

Extensions

I acknowledge that many personal and structural challenges may arise over the course of the term which prevent you from submitting assignments by their specified due date. I am happy to

grant you short (1 to 3-day) extensions on any of your assignments should these challenges arise. My only requirement is that you submit requests for extensions at least 24 hours in advance of the corresponding deadline, unless otherwise specified. For example, if you would like an extension on a weekly reflection that is due on September 2 at 12pm, you should reach out to me no later than 12pm on September 1. Requests for extensions received less than 24 hours in advance of the corresponding deadline will not be granted absent extenuating circumstances (e.g., family emergency, serious illness, mental health crisis).

Regrades

Requests for re-grades should be directed to Dr. Hunnicutt within two weeks of the corresponding assignment's due date. Please note that re-grades can result in your initial grade remaining the same, increasing, or decreasing.

Academic Integrity

Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university Academic Integrity Committee, which may impose additional sanctions including expulsion. Please see the full description of Chapman University's [Academic Integrity Policy](#).

Note that plagiarism constitutes a violation of Chapman University's Academic Integrity Policy. Chapman defines plagiarism as: "Representing the words, research findings or ideas of another person as your own in any academic exercise...[including] copying word for word without proper attribution, paraphrasing without proper attribution, using phrases from another source embedded into original material without proper attribution, [and/or] copying of intellectual property without proper attribution."

I view plagiarism as a *serious* academic offense. For all assignments, you must on your own put the answer to the questions down on paper in your own words. If you are not sure what constitutes plagiarism, just send me an email or ask me during class/drop- hours – just ask!

Disability Policy

Chapman University is committed to providing support services to achieve equal access to the education experience. Disability Services (DS) approves and coordinates accommodations and services for students with disabilities at Chapman to help students acquire skills essential to achieve academic and personal success.

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Disability Services Office. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact [Disability Services](#) at (714) 516-4520 if you have questions regarding this procedure or for information or to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your

need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

Diversity, Equity, and Inclusion

Chapman University is committed to ensuring equality and valuing diversity. Hateful actions and comments based on race, ethnicity, religion, gender, sexual orientation, gender identity, citizenship status, age, or disability are not tolerated. Professors and students are reminded to show respect at all times as outlined in [Chapman's Harassment and Discrimination Policy](#). Any violations of this policy should be discussed with the professor, the Dean of Students and/or otherwise reported in accordance with this policy.

Recent years have surfaced the many socioeconomic, political, and environmental challenges facing us today, ranging from persistent racial injustice to the climate crisis. From these challenges come opportunities to be in solidarity with, and to demand and create change promoting the well-being of, minoritized groups, including but not limited to: Black, Indigenous, People of Color, Immigrant, Queer, Trans, Young and Elders, Low income, and Disabled communities. My primary goal as an educator is to foster an inclusive, mutually respectful, collaborative, and diverse classroom so we can strengthen our skills and knowledge together. I support the individual identities and diverse cultural values of students in our class and see these as a strength that will generate creative solutions to our common problems. (Adapted from Dr. Rosa M. Cabrera's syllabus; views expressed are my own.)

Course Tips and Tricks

I am *always* available to discuss any difficulties you are having with the class. This includes difficulties with the readings, assignments, or just a general sense that you need a bit of guidance. The point of college isn't to be good at everything from the outset and hit home runs every time you take a swing. The point is to improve, to fine-tune your skills and slowly expand your knowledge. To that point, I've included below several tips and tricks that may help you succeed in this course. If I can further help you with the learning process, don't hesitate to stop by my drop-in hours or send me an email.

Before class...

1. Read the syllabus.
2. Seriously, read the syllabus. Is it a page turner? No. Does it contain lots of useful information on course policies, how to get in touch with Dr. Hunnicutt, what topics we'll cover in class, what readings to prepare, and more? Yes.
3. Actively prepare the next meeting's materials (e.g., readings). This means giving yourself time to both read and process the assigned texts. Taking notes on what aspects of the topic you want to discuss and/or recording questions about the text are both excellent strategies to maximize your participation points in class.
4. To the best of your ability, make sure that you are well-rested. Your well-being matters! Taking time to care for yourself and seeking appropriate support can help you achieve your academic and professional goals. Please don't hesitate to reach out if you have any concerns. A list of resources Chapman provides to uplift their students' well-being can be found [here](#).

During class...

1. Actively participate during lectures and in discussions. Our meetings will be a mix of lectures and discussions. I view both as conversations that we have with each other about the course materials. So, how does one participate actively? Some examples:
 - a. Ask clarifying questions, like “Wait, Dr. Hunnicutt, you were speaking too fast. Can you explain the carbon cycle again?”
 - b. Ask follow-up questions, like “It’s all well and good that climate change is a political problem in the United States, but what about in Australia?”
 - c. Respond to the instructor’s questions or prompts, like “the meaning of life is 42” or “I find X authors’ argument more credible because of XYZ.” More often than not, there are no *right* answers; just answers that engage in more depth with the subject material.
 - d. Listen actively and take notes. Don’t get bogged down in trying to record every single detail from the lectures. Instead, focus on the broader concepts and examples that guide our discussion. You are always welcome to ask me to repeat minutia after class, during drop-in hours, or over email.
2. Be respectful of your peers. This class will cover complex issues such as climate change, exposure to hazardous materials, race and racism, and gender-based discrimination. Your respectful, responsible, and self-aware engagement and dialogue will be vital to maintaining a productive and collaborative learning community. Here are some important considerations for how we can maintain a safe and productive learning environment:
 - a. We can disagree and challenge each other’s thinking and ideas in a civil, respectful, and productive way as long as that disagreement is not predicated on violent or oppressive ideas. As James Baldwin famously said, “We can disagree and still love each other, unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.”
 - b. We will strive to avoid sexist, racist, homophobic, transphobic, ableist and other marginalizing language. If harmful language is used in class, we will address it together as a learning moment to the extent it is appropriate and safe to do so. Intentionally violent and exclusionary language (i.e., slurs of any kind), however, will not be tolerated.

After class...

1. Come to drop-in hours if you have lingering questions or want to further discuss the material. It is never a burden for me to meet with you during my drop-in hours...it’s my job! Please don’t hesitate to reach out if you would like to meet but cannot do so during my office hours schedule.
2. Start early and work consistently/persistently on your assignments. Focus on breaking each assignment up into its component parts and then tackle each of those parts in sequence. This is *especially* true for any assignment involving writing.
3. Talk about the course materials with your peers. You all have unique expertise and perspectives that will lead to different interpretations of the course materials. Discussing the course materials outside of class will expose you to these different perspectives, hopefully producing a richer and more nuanced understanding of the topic at hand.

Additional Resources

Student Support at Chapman University

Over the course of the semester, you may experience a range of challenges that interfere with your learning, such as problems with friend, family, and or significant other relationships; substance use; concerns about personal adequacy; feeling overwhelmed; or feeling sad or anxious without knowing why. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. You can learn more about the resources available through Chapman University's Student Psychological Counseling Services here: <https://www.chapman.edu/students/health-and-safety/psychological-counseling/>.

Fostering a community of care that supports the success of students is essential to the values of Chapman University. Occasionally, you may come across a student whose personal behavior concerns or worries you, either for the student's well-being or yours. In these instances, you are encouraged to contact the Chapman University Student Concern Intervention Team who can respond to these concerns and offer assistance: <https://www.chapman.edu/students/health-and-safety/student-concern/index.aspx>. While it is preferred that you include your contact information so this team can follow up with you, you can submit a report anonymously. 24-hour emergency help is also available through Public Safety at 714-997-6763.

Additionally, Schmid College's Diversity, Equity, and Inclusion Committee has compiled a list of campus resources as a reference guide of resources to support students on campus. You can learn more about resources such as health and wellness resources, financial services, student support services, and resources for specific student groups such as first-generation students, international students, LGBTQIA+ students, students of color, students with disabilities, undocumented students, and veterans: <https://www.chapman.edu/scst/about/diversity-equity-inclusion.aspx>.

Religious Accommodations

The academic calendar at Chapman University is designed to avoid conflicts with observed holidays, including July 4, Memorial Day, Thanksgiving, New Year's Day, and Christmas. As the diversity of religions represented on this campus increases, we seek to uphold what we believe is an important part of each person's life, that members of our community may practice freedom of religion. Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to fulfill their obligations to the university without jeopardizing the fulfillment of their sincerely held religious obligations. For more information, visit please visit the Fish Interfaith Center's [website](#).

Course Schedule

Lecture and readings may be subject to change.

Module 1: U.S. Environmental Policy

Course Introduction (31-Jan)

- [“Effective Note-Taking in Class.”](#)

Origins of American Environmentalism, pt. 1 (2-Feb)

- Layzer, Judith. 2012. “A Policymaking Framework: Defining Problems and Portraying Solutions in U.S. Environmental Politics.” In *The Environmental Case: Translating Values into Policy*, 1-19. Sage Publishing.
- Additional texts:
 - Taylor, Dorceta. 2016. “Key Concepts Informing Early Conservation Thought.” In *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection*, 9-31. Duke University Press.

Origins of American Environmentalism, pt. 2 (7-Feb)

- Nash, Roderick Frazier. 1967. “Hetch Hetchy.” In *Wilderness and the American Mind*, 161-181. Yale University Press.
- Additional texts:
 - Taylor, Dorceta. 2016. “Preservation, Conservation, and Business Interests Collide.” In *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection*, 290-327. Duke University Press.

US Environmental Regulations: Managing Pollution (9-Feb)

- Layzer, Judith. 2012. “The Nation Tackles Air and Water Pollution: The Environmental Protection Agency and the Clean Air and Clean Water Acts.” In *The Environmental Case: Translating Values into Policy*, 31-62. Sage Publishing.

US Environmental Regulations: Market-based Solutions (14-Feb)

- Layzer, Judith. 2012. “Market-based Solutions: Acid Rain and the Clean Air Act Amendments of 1990.” In *The Environmental Case: Translating Values into Policy*, 414-446. Sage Publishing.

US Environmental Regulations: Federal Climate Policy (16-Feb)

- Guest Lecture with Dr. Geoff Henderson, Duke University

US Environmental Regulations: Electricity (21-Feb)

- Stokes, Leah. 2020. “An Institutional History of Electricity Politics and Climate Inaction.” In *Short Circuiting Policy: Interests Groups and the Battle over Clean Energy and Climate Policy in the American States*, 68-107. Oxford University Press.
- Additional texts:
 - Williams, Emily L., Sydney A. Bartone, Emma K. Swanson, and Leah C. Stokes. 2022. [“The American electric utility industry’s role in promoting climate denial, doubt, and delay.”](#) *Environmental Research Letters* 17(9): 094026

Reexamining the Origins of American Environmentalism, pt. 1 (23-Feb)

- Brulle, Robert and Pellow, David. 2006. "[Environmental Justice: Human Health and Environmental Inequalities.](#)" *Annual Review of Public Health* 27(3): 1-22.
- Additional texts:
 - Tessum, Christopher et al. 2019. "[Inequity in consumption of goods and services adds to racial-ethnic disparities in air pollution exposure.](#)" *Proceedings of the National Academy of Sciences* 116(13): 6001-6006.
 - Farrell, Justin et al. 2021. "[Effects of land dispossession and forced migration on Indigenous peoples in North America.](#)" *Science* 374(6567).
 - Kim, Jiyeon, Ajin Lee, and Maya Rossin-Slater. 2021. "[What to Expect When It Gets Hotter: The Impacts of Prenatal Exposure to Extreme Temperature on Maternal Health.](#)" *American Journal of Health Economics* 7, no. 3 (2021): 281-305.

Reexamining the Origins of American Environmentalism, pt. 2 (28-Feb)

- Taylor, Dorceta. 2016. "Sport Hunting, Scarcity, and Wildlife Protection." In *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection*, 161-188. Duke University Press.
- Additional texts:
 - Taylor, Dorceta. 2016. "Wealthy People and the City: An Ambivalent Relationship." In *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection*, 32-50. Duke University Press.

Reexamining the Origins of American Environmentalism, pt. 3 (2-Mar)

- Gilio-Whitaker, Dina. 2020. "(Not So) Strange Bedfellows: Indian Country's Ambivalent Relationship with the Environmental Movement." In *As Long as Grass Grows: The Indigenous Fight for Environmental Justice from Colonization to Standing Rock*, 91-110. Beacon Press.
- Kimmerer, Robin Wall. "The Council of Pecans." In *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, 11-21. Milkweed Editions.
- Kimmerer, Robin Wall. "The Gift of Strawberries." In *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, 22-31. Milkweed Editions.
- Additional texts:
 - Taylor, Dorcetta. 2016. "Nation Building, Racial Exclusion, and the Social Construction of Wildlands." In *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection*, 350-382. Duke University Press.

Reexamining the Origins of American Environmentalism, pt. 4 (7-Mar)

- Smith, Kimberly. 2006. "A Land Cursed by Injustice." In *African American Environmental Thought: Foundations*, 39-67. University Press of Kansas.
- Finney, Carolyn. 2014. "It's Not Easy Being Green." In *Black Faces, White Spaces: Reimagining the Relationship of African Americans to the Great Outdoors*, 92-115. The University of North Carolina Press, Chapel Hill.

Midterm Review Session (14-Mar)

Midterm Exam (16-Mar)

NO CLASS, Spring Break (21-Mar, 23-Mar)

Module 2: Environmental problems are political problems!

Distributive Conflict (28-Mar)

#ExxonKnew (30-Mar)

- Hughes, Llewelyn, and Johannes Urpelainen. 2015. [“Interests, institutions, and climate policy: Explaining the choice of policy instruments for the energy sector.”](#) *Environmental Science & Policy* 54: 52-63.
- Jerving et al. 2015. [“What Exxon knew about the Earth's melting Arctic.”](#) *Los Angeles Times*.
- Jennings et al. 2015. [“How Exxon went from leader to skeptic on climate change research.”](#) *Los Angeles Times*.
- Lieberman and Rust. 2015. [“Big Oil braced for global warming while it fought regulations.”](#) *Los Angeles Times*.

Ideological Conflict (4-Apr)

- Hazlett, Chad, and Matto Mildenerger. 2020. [“Wildfire exposure increases pro-environment voting within Democratic but not Republican areas.”](#) *American Political Science Review* 114(4): 1359-1365

Climate Change Opinion (6-Apr)

- Mildenerger, Matto, et al. 2017. [“The spatial distribution of Republican and Democratic climate opinions at state and local scales.”](#) *Climatic Change* 145: 539-548.

Collective Action and the “Tragedy of the Commons” (11-Apr)

- Hardin, Garrett. 1969. [“The Tragedy of the Commons.”](#) *Science*. 162(3859): 1243- 1248.
- Mildenerger, Matto. [“The tragedy of the Tragedy of the Commons.”](#) *Scientific American* April 23, 2019.
- Excerpt from Elinor Ostrom’s *Governing the Commons*.

Common-pool Resource Management (13-Apr)

- No readings; prepare for last in-class practicum.

Analyzing Environmental Policy Conflict, pt. 1 (18-Apr)

- No readings; see class details on Canvas.

Analyzing Environmental Policy Conflict, pt. 2 (20-Apr)

- No readings; see class details on Canvas.

Green Authoritarianism (25-Apr)

- Willis, Rebecca. 2021. [“The big idea: Is democracy up to the task of climate change?”](#) *The Guardian*.

- Abadi, Cameron. 2022. ["What if democracy and climate mitigation are incompatible?"](#) *Foreign Policy*.

Democracy and Climate Change (27-Apr)

- Darian-Smith, Eve. 2022. ["Rising authoritarianism and worsening climate change share a fossil-fueled secret."](#) *The Conversation*.
- Excerpt from Matto Mildenberger's *Carbon Captured*.

Practice Environmental Policy Conflict Presentations (2-May)

- ["Giving Feedback for Peer Review"](#)
- We will use this lecture to present and collect peer feedback on draft versions of our environmental policy conflict presentations. Groups must share their slides with Dr. Hunnicutt via Canvas (see "Assignments" page) by 11:59pm PT, Monday, May 1st.

Reexamining the Origins of American Environmentalism, pt. 5 (4-May)

- Bove, Tristan. ["Ecofeminism: Where Gender and Climate Change Intersect."](#)
- Thomas, Leah. ["The Difference Between Ecofeminism & Intersectional Environmentalism."](#)
- Additional texts:
 - Taylor, Dorcetta. 2016. "Wealth, Women, and Outdoor Pursuits." In *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection*, 83-108. Duke University Press.
 - Taylor, Dorcetta. 2016. "Blaming Women, Immigrants, and Minorities for Bird Destruction." In *The Rise of the American Conservation Movement: Power, Privilege, and Environmental Protection*, 189-223. Duke University Press.

Final Environmental Policy Conflict Presentations (9-May)

Final Exam Review & Conclusion (11-May)