

FFC-100D-16: Political Responses to Climate-related Disasters
Chapman University
Fall Term 2022

Professor: Dr. Patrick Hunnicutt

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

Lecture: Crean Hall 117, Tuesday/Thursday 1:00pm-2:15pm

Office Hours: Roosevelt Hall 212, Tuesday/Thursday 2:15pm – 3:45pm, or by appointment (Calendy [link](#))

Course Description

Climate change continues to increase the frequency and intensity of natural disasters like droughts and hurricanes. Discussions regarding the consequences of climate-related disasters are both wide-reaching and urgent, given that climate change threatens the well-being of over three billion people worldwide. This course explores the political ramifications of climate-related disasters, with a particular focus on how race and other identities shape the distribution of their harms. Case studies of recent climate-related disasters from within and beyond the United States will ground our discussions.

Course Structure

This course consists of four modules. The first covers the basics of anthropogenic climate change and its economic/health-related impacts. The second module investigates whether climate-related disasters will shape various political processes (e.g., voting). The role of race, ethnicity, and other identities in shaping how political entities (e.g., governments) respond to climate-related disasters is the subject of the third module. The final module of this course identifies political barriers to addressing the climate crisis and considers different strategies to overcome those barriers, especially in ways which foreground the principles of environmental justice.

Course Learning Outcomes

This course will provide students the opportunity to:

- Develop general understanding of how political problems and environmental problems are related.
- Analyze factors which shape the distribution of environmental harms across space and time, with a special focus on race and ethnicity.
- Synthesize various natural and social scientific research on climate change.
- Strengthen the critical thinking and communication skills necessary to advocate for your ideal climate future.

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 Wilkinson Hall 116 on Tuesdays and Thursdays, August 29 – December 11, 2022, 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 offering engaging feedback or comments on your peers' weekly reflections (see below). I will take role at the beginning of each class to ensure everyone's attendance.

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

- A (10 points): Student comes to class prepared, having read materials assigned. Student is attentive and makes thoughtful contributions to our discussions. When weekly reflections are assigned, student meaningfully and respectfully engages with at least one of their peers' responses. Student stays on task and contributes to group work both in and outside of class.
- B (9 points): Student is usually prepared for class. Student is always attentive and makes thoughtful contributions to our discussion from time to time. When weekly reflections are assigned, student engages with at least one of their peers' responses. Student stays on task and contributes to group work both in and outside of class.
- C (8 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. When weekly reflections are assigned, student sometimes engages with only one of their peers' responses. Student stays on task and contributes to group work both in and outside of class.
- D (6-7 points): Student is unprepared and/or inattentive most of the time. Student rarely volunteers and demonstrates lack of involvement in class activities. When weekly reflections are assigned, student sporadically engages with only one of their peers' responses. Student does not stay on task in class, asks unnecessary or inappropriate questions or contributes little to class discussions.
- F (0-5 points): Student exhibits lack of concern for the class and demonstrates no meaningful willingness to engage in class activities. When weekly reflections are assigned, student does not engage with their peers' responses. Their behavior may have a negative effect on the class.

Weekly Reflections

Writing is a powerful tool to help us synthesize new concepts, evidence, and ideas. To sharpen this tool, we will use weekly reflections to regularly practice throughout the term. These reflections consist of 150 to 250-word (roughly ½-page of single-spaced text) responses to prompts about the course materials. Typically, prompts will be posted to the Canvas discussion board following our meetings on Thursday and your responses will be due to the Canvas discussion board by the beginning of our meeting on the following Tuesday.

The weekly reflection is an opportunity for you to develop your own ideas about, criticisms of, or comments on the course materials, rather than an exercise in summarizing the course materials. Of course, drawing on materials that we covered in class is a crucial part of the weekly reflection, but class materials should be used to do things like make an argument or ask a probing

question. Prompts for these weekly reflections will always consist of open-ended questions that invites you to synthesize course materials while forming your response (e.g., “Some argue that is too costly to address the climate crisis. Do you agree with this statement? Be sure to draw on course materials to support your argument.”).

Weekly reflections will be graded on a five-point scale using a rubric that can be found on Canvas. A total of 12 reflections will be assigned over the course of the term. Your two lowest-scoring reflections will be dropped from your final grade.

In addition to posting your own responses, you are required to comment on one of your peers’ responses each week a reflection is assigned. Your comments may pose additional questions that your peer’s response elicited, cite additional evidence to support your peer’s response, or offer a contrasting perspective. Please remember to be respectful in your response to your peers’ reflections!

Comments on your peers’ responses are due the Friday following the submission of a weekly reflection. For example, if you and your peers submitted a weekly reflection on Tuesday, 30-August, your comments would be due on Friday, 2-August. These comments factor into your participation grade and will be graded as specified above (see “Participation”).

Final Group Presentation

You will work in small groups (2-4 people) to draft and film a video describing (1) the premise of environmental (in)justice and (2) how strategies to address the climate crisis might foreground the principles of environmental justice. All videos must reference an environmental justice case that was *not* discussed in class. More information on this assignment, including its grading rubric, can be found on the Assignment page of the course’s Canvas site.

Final Group Paper

For your final paper, you will work in small groups (2-4 people) to write an 800 to 1200-word essay in response to the following prompt: Your *final op-ed* prompt is: “When it comes to the climate crisis, what sort of future do you want?” Excellent op-eds will explicitly address the following questions:

- What motivates you to advocate for your ideal climate future? (In other words: Why is it important to achieve your ideal climate future? What existing or emerging problems will your ideal climate future solve?)
- What values or principles does your ideal climate future foreground, and through what policies or practices?
- What political barriers do you anticipate in realizing your ideal climate future?

More information on this assignment, including its grading rubric, can be found on the Assignment page of the course’s Canvas site.

Extra Credit

Each year, Wilkinson College organizes events across campus as part of its [*Engaging the World*](#) (ETW) series. These events share a common theme, are free to Chapman students, and are meant to facilitate conversations within the Chapman community about key issues of humanity, unity,

and justice. This year's ETW focus on Ethnic Studies, and there are a total 12 ETW events that will be held over the Fall term.

You will have the opportunity to accumulate extra credit by participating in the ETW series. To receive this extra credit, you should attend an ETW event and submit a 100 to 200-word reflection on it to Canvas no more than three days past the event's date. Each reflection you submit will count for one point of extra credit, and you can accumulate up to four points of extra credit over the term. You will receive no extra credit for reflections received more than three days the corresponding event's date.

Course Evaluation

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

ASSIGNMENT	POINTS	NOTES
PARTICIPATION	20	Curious about your participation grade? Feel free to drop by office hours and chat with me about it!
WEEKLY REFLECTIONS	50	Your two lowest scoring weekly reflections will be dropped from your final grade.
FINAL PROJECT	30	Your final essay is worth 20 percentage points, while your final TikTok video is worth 10 percentage 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 office hours or to send me an e-mail. You are welcome to just stop in during my office hours if you'd like to chat, or you can use [Calendy](#) to schedule a meeting.

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.

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/office 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 drop by my office 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 office hours, or over email.
2. Be respectful of your peers. This class will cover complex issues such as climate change, 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 office 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 office 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, all announced at least one week in advance, and posted to Canvas.

Module 1: Introduction & Preliminaries

Course Introduction (30-Aug)

- No readings!

What is anthropogenic climate change? (1-Sep)

- NOAA Earth System Research Laboratories. [“Basics of the Carbon Cycle and the Greenhouse Effect.”](#)
- Harrington, Samantha. 2022. [“Scientists agree: Climate change is real and caused by people.”](#)
- Harrington, Samantha. 2020. [“Causes of global warming: How scientists know that humans are responsible.”](#)

What is anthropogenic climate change? (6-Sep)

- Clark, Ben et al. 2022. [“Extreme weather impacts of climate change: an attribution perspective.”](#) *Environmental Research Climate*.

How does climate change affect human well-being? (8-Sep)

- Hsiang et al. 2017. [“Estimating economic damage from climate change in the United States.”](#) *Science* 356(6345): 1362-1369.

In-class reflection (13-Sep)

- Jefferson, Nikayla. 2021. [“Come Dream With Me: Environmental Justice, Colorized, 2021.”](#) *The Nation*.
- Heglar, Marie Annaïse. 2021. [“To Build a Beautiful World, You First Have to Imagine It.”](#) *The Nation*.

NO CLASS (15-Sep)

Module 2: Political Consequences of Climate-related Disasters

Module Introduction (20-Sep)

- Bailey, Michael A. 2016. “The Quest for Causality.” In *Real Stats: Using Econometrics for Political Science and Public Policy*.
- Powner, Leanne C. 2014. “From Research Question to Theory to Hypothesis.” In *Empirical Research and Writing: A Political Science Student’s Practical Guide*. Sage Publications.

Climate-related Disasters and Political Mobilization (22-Sep)

- No readings!
- See Canvas for assignment.

Climate-related Disasters and Political Mobilization (27-Sep)

- Hazlett and Mildenberger. 2020. [“Wildfire Exposure Increases Pro-Environment Voting within Democratic but Not Republican Areas.”](#) *American Political Science Review* 114(4): 1359-1365.

Climate-related Disasters and Conflict (4-Oct)

- Sengupta, Somini. 2022. [“Climate change is making armed conflict worse. Here’s how.”](#) *The New York Times*.
 - ...this is a 🔥hot🔥 take...
- Homer-Dixon, Thomas et al. 1993. [“Environmental Change and Violent Conflict.”](#) *Scientific American*.

Climate-related Disasters and Conflict (6-Oct)

- Kelley et al. 2015. [“Climate change in the Fertile Crescent and implications of the recent Syrian drought.”](#) *Proceedings of the National Academy of Sciences* 112(11): 3241-3246.
- Ash, Konstantin, and Obradovich, Nick. 2019. [“Climatic Stress, Internal Migration, and Syrian Civil War Onset.”](#) *Journal of Conflict Resolution* 64(1): 3-31.
- Gleick, Peter. 2014. [“Water, Drought, Climate Change, and Conflict in Syria.”](#) *Water, Climate, and Society* 6(3): 331-340.
- Eklund et al. 2022. [“Societal drought vulnerability and the Syrian climate-conflict nexus are better explained by agriculture than meteorology.”](#) *Communications Earth & Environment*.
- Selby et al. 2019. [“Climate change and the Syrian civil war revisited.”](#) *Political Geography* 60: 232-244.

Module 3: Race, Ethnicity, and Political Responses to Climate-related Disasters

What is environmental justice? (11-Oct)

- Brulle, Robert and Pellow, David. 2006. [“Environmental Justice: Human Health and Environmental Inequalities.”](#) *Annual Review of Public Health* 27(3): 1-22.

Library Instruction w/Andrew Greenman (13-Oct)

- Meet in Leatherby Libraries classroom, LL305.

What is critical environmental justice? (18-Oct)

- Tessum, Chris. 2019. [“Black and Hispanic minorities in the U.S. bear a disproportionate burden from air pollution.”](#)
- [The Jefferson Drill](#)
- Gunn-Wright, Rhiana. 2021. “A Green New Deal for All of Us.” In *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*, eds. Ayana Elizabeth Johnson and Katherine Wilkinson.

Climate Justice and Fighting Wildfires (20-Oct)

- Méndez, Michael. 2022. [“Behind the Bougainvillea Curtain: Wildfires and Inequality.”](#) *Issues in Science and Technology*.

Climate Justice and Storm Response (25-Oct)

- Flavelle, Christopher. 2021. “Why Does Disaster Aid Often Favor White People?” *New York Times*.

Climate Justice and Sea-Level Rise (27-Oct)

- Flavelle, Christopher and Goodluck, Kalen. 2021. “Dispossessed, Again: Climate Change Hits Native Americans Especially Hard.” *New York Times*.

Climate Justice in the Global South (1-Nov)

- Mercer, Harriet. 2022. [“Colonialism: why leading climate scientists have finally acknowledged its link with climate change.”](#) *The Conversation*.

Module 4: *Imaging Your Ideal Climate Future*

Climate change is a political problem. (3-Nov)

- 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*.

Climate change is a political problem. (8-Nov)

- Farrell, Justin. 2019. [“The growth of climate change misinformation in US philanthropy: evidence from natural language processing.”](#) *Environmental Research Letters* 14: 034013.

Climate change is a political problem. (10-Nov)

- Amendolare, Nicholas. 2017. [“What is the tragedy of the commons?”](#) TED-Ed.
- Mildenberger, Matto. [“The tragedy of the Tragedy of the Commons.”](#) *Scientific American* April 23, 2019.

Final Essay Working Session #1 (15-Nov)

- See Canvas for prompt and materials.

Final Video Working Session #1 (17-Nov)

- See Canvas for prompt and materials.

NO CLASS (22/24-Nov)

- Thanksgiving recess

Final Essay Working Session #2 (29-Nov)

- See Canvas for prompt and materials.

Final Video Working Session #2 (1-Dec)

- See Canvas for prompt and materials.

Final Essay Working Session #3 (6-Dec)

- See Canvas for prompt and materials.

Final Video Viewing & Conclusion (8-Dec)