

**CLIMATE & ENVIRONMENTAL POLICY
PADP 7200**

Spring 2022
Thursday 3:55-6:45p
Baldwin Hall 102

**Department of Public Administration and Policy
University of Georgia**

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Office hours: Thursday 10:00a-12:00p (reservation) or by appointment

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COURSE DESCRIPTION & OBJECTIVES

Climate change and environmental degradation pose some of the greatest risks to modern civilization and are two of the most complex (and interesting!) policy problems governments have to grapple with. The MPA/PhD class has two overarching deliverables. First, it will provide an overview of the key themes that define climate and environmental policy and research, and introduce students to concepts, debates, and processes that characterize decision-making in these policy domains. We will ask questions such as: Do climate policy and environmental policy differ from one another and other issues, and if yes, how so? What shapes public opinion and client perspectives on climate change and the environment? How are citizen voices, scientific evidence, and industry preferences incorporated into environmental and climate policy and workaday decisions in government agencies? What are the “most likely” pathways (and likewise, the barriers) to adopting laws and regulations on climate change and the environment? And how do diverse policy networks and collaborative decision venues affect policy planning and implementation? We will focus heavily on the U.S. case to answer these questions but will occasionally use examples from other countries when comparative approaches are informative. Second, the class will provide students with an overview of some of the key policies on environmental management and climate change in the U.S. in order to prepare students interested in working in this (or a related) field.

The central objective of this class is to challenge typical conceptions and assumptions of this policy area by constructing a more complete analytical scaffolding of the factors that influence decision-making. Specific learning objectives include (1) gaining a well-rounded understanding of the U.S. policies on climate change and the environment in their historical context, (2) building a broad comprehension of the (sociopolitical, economic, and technical) drivers shaping decision-making in this policy domain, which can be applied to situations encountered in professional settings and used to advance academic and policy research, and (3) improving our consumption and communication of research and policy-relevant information in this field, which often involves multidisciplinary data and dimensions. These objectives satisfy elements of all five MPA program core competencies.

This course is reading and discussion heavy, meaning the vast majority of how we learn and meet assignment requirements will be accomplished by preparing for and contributing to class every week. Students should consider their ability to commit to strong participation before taking this course.

COURSE DELIVERY & COVID-19

The state of the pandemic continues to be difficult and evolving. Please be patient with me and with one another as we navigate this situation collectively. Course delivery, per USG's rules, is in-person without social distancing. I am not permitted to take any part of the course online without the provost's permission. If we need to pivot to virtual learning on Zoom at some point during the semester, rest assured that this class is well-designed to make that change.

Vaccinations, including boosters, are *strongly* encouraged. Evidence suggests that vaccinations prevent serious death and illness and are effective against the new more contagious delta variant. If you are not vaccinated, please get vaccinated as soon as possible to protect yourself, your loved ones, and your classmates. The University Health Center offers first, second and booster doses of the Pfizer vaccine free of charge to faculty, staff, students and their eligible dependents aged 16 and up. (For what it's worth, I received all three of my vaccinations at UHC and it was an exceedingly easy, professional, and supportive experience. I am happy to talk about my decision to get vaccinated or other related issues if that is helpful to you.) Beginning Jan. 4, 2022, faculty and staff who would like to schedule a COVID vaccine appointment at the University Health Center may do so by calling 706-542-5575. Surveillance testing remains important for tracking the pandemic in the UGA community. Tests on campus are free to faculty, staff and students. [Click here to schedule an appointment.](#) Testing will be expanded through a pop-up locations at the Tate Student Center on January 11, 13, 18, 20, 25 and 27 from 10 a.m. – 2 p.m.

Any faculty, staff or student who tests positive for COVID is required to report that positive test through [DawgCheck](#) and to follow the advice provided.

Likewise, masks are *strongly* encouraged. Until transmission rates drop considerably, I will be teaching this course masked (usually with an n95). Masks effectively prevent transmission of COVID-19 and will help to protect both vaccinated and unvaccinated individuals, and those that are high risk (including my three-month old infant). I understand that masking for three hours is difficult and tiring – I too looked forward to being unmasked indoors this semester. However, I also understand that we must adapt to this unprecedented situation. As scholars and practitioners of public management, let's use this opportunity to demonstrate how well adaptive management can be done! We will take a 5-10m break during class to allow everyone to unmask and breathe fresh air outside and eat as needed. Students are welcome to take their own personal breaks anytime as well. If and where possible, social distancing is also encouraged.

If you become sick with COVID – whether you are vaccinated or not – you need to isolate per the CDC and GA DPH guidelines below. Accommodations will be made for anyone who tests positive or is exposed (in other words, whether you're symptomatic or not, I would prefer you didn't come to class until you receive a negative COVID-19 test result -- just notify me and we will arrange ways for you to stay up to speed). The CDC guidance currently declares:

If you test positive: Stay home for 5 days. If you have no symptoms or your symptoms are resolving after 5 days, you can leave your house. Continue to wear a mask around others for 5 additional days.

If you were exposed (and have been boosted, completed the primary series of Pfizer or Moderna vaccine within last 6 months, or completed primary series of J&J vaccine

within the last 2 months): Wear a mask around others for 10 days and test on day 5, if possible. If you develop symptoms, get a test and stay home.

If you were exposed (are not boosted or are unvaccinated): Stay home for 5 days. After that continue to wear a mask around others for 5 additional days. Test on day 5 if possible.

COURSE EXPECTATIONS

This is an elective graduate level course and I therefore expect dedication and commitment to meeting the course objectives. I also expect civility, respect, and professionalism during class. We are studying controversial policy domains and in one of the most tense, polarized, and traumatic times in modern history, and we come to class with different opinions, politics, experiences, and values. It is our job to learn, discuss, and debate material with an open mind, actively listen to one another, and build common understandings of the material despite differences in policy preferences and/or beliefs. If you cannot meet these standards, please do not take this course. Failure to meet them will be considered a violation of the University of Georgia's Code of Academic Conduct (Section 5.3, Disorderly Conduct) and will be treated as such.

I will try to learn your names as quickly as possible; I will ask for your name until I've learned names so please be prepared to share it with the class every time you speak for the first few weeks. This is especially difficult with masks – I ask that you please sit in the same seat until I get to know you.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Please retain flexibility and read announcements posted to eLC.

Correspondence with instructor: I am delighted to correspond with students about the course via email. I will respond within 48 hours, but do not expect a response on the weekend or holidays.

Office hours: I will hold office hours at the time specified at the top of the syllabus. I find it more effective to meet on Zoom (screen sharing, ease of meeting, and so on); if you prefer an in-person meeting, please let me know and we can arrange one. To ensure that everyone has an opportunity to meet with me, please reserve your spot at We Join (<https://www.wejoinin.com/sheets/villc>) and please avoid scheduling meetings the day of office hours. The Zoom link to the meeting is posted to "Course Overview" in our eLC site. Those without reservations will be asked to leave and re-book. Email me to book an appointment if you are unavailable during weekly office hours.

Technology: You will also need access to eLC and the remote library service; please email me right away if you access issues. Otherwise, there are no technology requirements. Laptops and portable devices are welcome in class but must only be opened and used to take notes or review course materials. Please do not have your phone visible and put it on silent (not vibrate). Students who disrupt class will be asked to leave.

If UGA/USG pivots classes online, you are required to have your full name visible in Zoom. Please check your name and update it accordingly or I will ask you to do so.

Prohibition on recording or sharing lectures: In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Attendance policy: Attendance in class is expected (and evaluated) unless – as in a profession – you are ill or give advanced notice of an absence for other occasional, reasonable causes, including observance of religious holidays. You will not be penalized for these absences and will have opportunities to make up participation points. Please give me advance notice if you will be absent. If you will be absent due to religious holidays, I need notice by August 31st.

Late policy: I have a flexible late policy. If you miss your assigned presentations, you will have the opportunity to make it up by presenting with another group or presenting individually (I will make that decision). For late written assignments, you will be docked five percentage points each day passed the due date. Please email me if you become sick and are unable to keep up with work and we will work something out—open lines of communication are very important.

Academic honesty: Students are expected to comply with the UGA Student Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” “Academic Honesty” is “performing all academic work without plagiarism, cheating, lying, tampering, stealing, giving or receiving unauthorized assistance from any other person, or using any source of information that is not common knowledge without properly acknowledging the source”. Students suspected of violating the Student Honor Code will be reported and may receive a score of 0 on the assignment in which violation is suspected. A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at <https://ovpi.uga.edu/>.

Accessibility and disabilities: If you are concerned about your performance in this class due to a disability (including health issues) or an accessibility issue (e.g., access to technology), please notify me right away so we can come up with a plan to ensure your success in this course. Please notify the Office for Disability Services (<https://drc.uga.edu>) as soon as possible if you require accommodations. Documentation of a disability and our email exchanges are confidential.

Preferred names and pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I am eager to address you by your preferred name and/or gender

pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Land and labor acknowledgement: I acknowledge that the land in which we learn and work at UGA is the territory of the Muscogee-Creek, Cherokee, and Chickasaw Peoples, and that UGA benefited from the labor of enslaved peoples, primarily of African descent, during the antebellum period (for slavery at UGA, see <https://digiHum.libs.uga.edu/exhibits/show/slavery>).

ON-CAMPUS RESOURCES

Academic

- Library: <https://www.libs.uga.edu/>
- Division of Academic Enhancement Services: <https://dae.uga.edu/services>
- Division of Academic Enhancement Resources: <https://dae.uga.edu/resources>
- Printing kiosks: https://eits.uga.edu/support/printing_kiosks/
- Campus software: https://eits.uga.edu/hardware_and_software/
- Virtual computer lab (Vlab): <https://eits.uga.edu/support/vlab/>
- EITS support: <https://eits.uga.edu/support/>
- Office of experiential learning: <https://el.uga.edu/>
- Office of service-learning: <https://servicelearning.uga.edu/>

Personal

- Student Veteran Resource Center: <https://svrc.uga.edu/>
- Disability Resource Center: <https://drc.uga.edu/site>
- Financial Hardship Support: <https://financialhardship.uga.edu/>
- Women's Resource Center: <https://women.uga.edu/>
- LGBT Resource Center: <https://lgbtcenter.uga.edu/>
- Office of Institutional Diversity: <https://diversity.uga.edu/index.php/resources>

Mental Health and Wellness

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach (<https://sco.uga.edu/>) in the Division of Student Affairs at 706-542-7774. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- Crisis support: <https://www.uhs.uga.edu/info/emergencies>
- Counseling services: <https://www.uhs.uga.edu/caps/welcome>
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App

ASSIGNMENTS

Grading allocation (and due dates) of assignments is as follows:

Scenario proposal (MPA only – 2/16)	5%
Interests brief (MPA only – 4/4)	20%
Policy memo (MPA only – 5/9)	25%
Research paper (PhD only – 5/9)	50%
Participation	
1. Class contributions	20%
2. Policy presentation	15%
4. Discussion leadership	15%
Total:	100%

Participation is 50% of your grade because it is central to meeting our objectives. The subject area of this course is huge – we will barely cover a surface level introduction to some of the main themes. Discussing material, sharing critical reflections as well as experiences, and asking thoughtful questions will exponentiate our learning and help us draw key takeaways in a complex field—I cannot achieve this by lecturing, and will do little of it. Full credit for “class contributions” means showing up to class and making contributions to discussion, demonstrating you have completed and considered the assigned materials, participating in activities, and bringing specific, thoughtful discussion questions based on the assigned material. Discussions may involve sharing in pairs or small groups, writing before speaking, and communicating directly to class. On case study days, we will gather in groups to apply the material to a current or recent event. Please note that how we carry out discussions will likely depend on the evolving pandemic situation.

Again, this class is heavy on reading and preparation; assigned material is *essential*. Please do not bother coming to class if you have not read, watched, and/or listened to it. Skimming the material is fine (learning to consume material quickly is a valuable skill), but please give yourselves adequate time to truly engage it before class. Take good notes as you consume the material in preparation. Good note taking is a useful skill, will help prepare for class and responses papers, and also prevents boredom! Plus, you can use your good notes as a reference later (I do this all the time). Each week, we will discuss and define concepts we come across in the assigned material. Except for the first week, I will provide broad questions each week that you think about as you read/watch/listen, which should help you construct contributions for class, before class. Because this is a topical course, you are encouraged to bring concepts, ideas, and practices you’ve learned in other courses into our discussion. Please remember that in this class, we all are teachers and innovators.

There are two in-class assignments that are also components of participation, described below. Both assignments will be evaluated by me and through a peer-review process.

The first component is a **policy presentation**. Each week is structured around a theme in climate and environmental policy *issues*, but I want you to also walk away from class with a decent sense of what constitutes U.S. policy in these areas. To that end, in nearly every week of the class, one group of 2-3 students will give a 10-15m presentation on one of the policies we have identified. There will be 10-15m of Q&A following the presentation. I will describe how we’ll organize these presentations and what’s required in the presentations during our first week of class. Presentations are due to me by Wednesday at 5:00p (please email me your materials directly).

The second component is **discussion leadership**. Every week, 2-3 students will identify key concepts for the class to define together, develop 3-5 discussion questions to address during class, and identify articles' key themes. On days where we engage case studies, discussion questions will center around the case we're considering and analyzing. I will provide specific details about this exercise in the first week of class and will help to facilitate discussion. Discussion preparations from the presenters will be due to me by Wednesday at 5:00p (please email me your materials directly).

In addition to participation, three written assignments will be evaluated. All assignments will concern the same policy case, or scenario. The policy case should be a single policy decision (law, regulation, ordinance, project, or plan – NOT a court case) that has already been adopted, was not adopted, or is in development that seeks to solve a climate change or environmental problem. You may choose a national, state, or local case and are welcome to study a policy case in another country as long as that country is a democracy. The policy case (and related policy process) should be well-documented.

The first assignment, **case proposal**, is a simple paragraph summary of a policy case you wish to study due very early in the semester. As long as you hit on the basics (which I will provide), you will receive full credit for this assignment. If I do not approve of your scenario choice, we will work together to select another option. The second assignment is a concise 2-page (single-spaced) **interests brief**. Climate and environmental policy decisions tend to invoke many opinions and types of expertise; sometimes interests align in expected ways and other times they comprise of strange bedfellows. This assignment will involve researching and concisely describing the key policy actors and interests that shaped your policy scenario. The third assignment is a concise 2-page (single-spaced) **policy memo**, which will analyze the problem in your policy scenario and provide recommendations using concepts we learn in class and multidisciplinary inputs.

PhD students will not complete these written assignments and will instead develop a research paper that will comprise 50% of their grade. Please see me within the first three weeks to discuss your paper plan. PhD students will typically be assigned two more research papers each week to read. Finally, PhD students are expected to present (10m) two research articles to the class during the semester. I will choose one of the research articles and the student will choose the other. Please email me within the first week for article selection.

All written assignments should be in Times New Roman, 12pt font, 1-inch margins and submitted in as Word documents via the electronic drop-box at the course eLC website.

FINAL GRADES

Final grades are assigned at the end of the semester based on each student's performance on the course requirements using the following scale. Please do not ask me to "round up"—I won't.

A	94-100	C+	77-79.99
A-	90-93.99	C	74-76.99
B+	87-89.99	C-	70-73.99
B	83-86.99	D	60-69.99
B-	80-82.99	F	60 or below

REQUIRED READINGS

All readings will be provided through eLC. Readings are organized by week. There are several e-books that I've secured and will post; these are great supplementary readings. MPA students are encouraged to read the PhD readings if interested but they are certainly not required.

COURSE PLAN

Week 1 (Jan. 13) – Introduction and class overview

Skim: Keohane. 2015. “The global politics of climate change: Challenges for political science”. *Political Science*. The 2014 James Madison Lecture: 1-15.

Read: Shaw, Jonathon. 2020. “Controlling the global thermostat”. *Harvard Magazine*.
<https://harvardmagazine.com/2020/11/features-controlling-global-thermostat>

Review: “Environmental topics”. *Environmental Protection Agency (EPA)*.
<https://www.epa.gov/environmental-topics>

Read article and glance through the comments: “Your guide to understanding public lands”. REI.
<https://www.rei.com/blog/hike/your-guide-to-understanding-public-lands>

Read/watch: Secretary-General António Guterres: “Climate change”. 2019. *United Nations*.
<https://www.un.org/en/sections/issues-depth/climate-change/> (3 minutes)

Watch: “Honor native land – A guide to and call to acknowledgement”. *U.S. Department of Arts and Culture*. <https://usdac.us/nativeland> (4 minutes)

Watch: “Bill Nye explains climate change”. <https://www.youtube.com/watch?v=KYp8dYJKP2s>

No additional PhD readings this week, on PhD meeting

Week 2 (Jan. 20) – Conceptualizing climate & environmental policy

Ostrom, Elinor. 1990. “Chapter 1: Reflections on the commons”. *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press.

Aklin, Michael and Mildenerger, Matto. 2020. “Prisoners of the wrong dilemma: Why distributive conflict, not collective action, characterizes the politics of climate change”. *Global Environmental Politics* 20(4): 4-27.

Brown, Marilyn. 2001. “Market failures and barriers as a basis for clean energy policies”. *Energy Policy* 29: 1197-1207.

Wu et al. “Who gets to breathe clean air in New Dehli?” *NYTimes*. December 17, 2020.
<https://www.nytimes.com/interactive/2020/12/17/world/asia/india-pollution-inequality.html?action=click&module=Top%20Stories&pgtype=Homepage>

Additional PhD readings:

Review a few of Inger Mewburn's blog posts: <https://thesiswhisperer.com/best-of-the-blog/>

Weible, Christopher. "Be like Mark! A guideline for analyzing journal articles". *Medium*. August 16, 2020. <https://medium.com/policy-process-matters/be-like-mark-a-guide-to-analyzing-journal-articles-235c79ccd117>

Week 3 (Jan. 27) – Science in policy (CASE STUDY DAY**)**

CASE: Brown et al. 2021. "Translating a Global Emission-Reduction Framework for Subnational Climate Action: A Case Study from the State of Georgia". *Environmental Management* 1:23.

Sarewitz, Daniel. 2004. "How science makes environmental controversies worse". *Environmental Science and Policy* 7(5): 385-403.

Wong-Parodi, Gabrielle, Mach, Katharine J., Jagannathan, Kripa, and Dana Sjoström, Kathryn. 2020. "Insights for developing effective decision support tools for environmental sustainability". *Current Opinion on Environmental Sustainability* 42: 52-59.

Peng et al. 2021. "Climate policy models need to get real about people". *Nature* 594: 174-176.

Skim: Intergovernmental Panel on Climate Change (IPCC). Released August 2021. "Sixth assessment report: The biophysical science basis summary for policymakers".

Additional PhD readings:

Keller, Ann Campbell. 2009. "Chapter 2: Theories of science in policymaking". *Science in environmental policy: The politics of objective advice*. Boston, MA: MIT Press.

Heikkilä, Tanya, Weible, Christopher M., and Gerlack, Andrea K. 2020. "When does science persuade (or not persuade) in high-conflict policy contexts?" *Public Administration*: 1-16.

Week 4 (Feb. 3) – Climate and environmental justice

Finney, Carolyn. 2014. Chapter 2. *Black faces, white spaces: Reimagining the relationship of African Americans to the Great Outdoors*. Chapel Hill, NC: The University of North Carolina Press.

Buckhoy, Nikita. 2015. "Environmental justice for whom? A social construction framework analysis of Executive Order 12898". *Environmental Justice* 8(5): 157-164.

Hughes, Sara. 2020. "Principles, drivers, and policy tools for just climate change adaptation in legacy cities." *Environmental Science and Policy* 111: 35-41.

Dobbin, Kristin. "SMGA struggles to overcome marginalization of disadvantaged communities". *California Water Blog*. June 10, 2018. <https://californiawaterblog.com/2018/06/10/who-is-being-left-out-of-californias-groundwater-reform/>

Flowers, Catherine Coleman. “Mold, possums and pools of sewage: No one should have to live like this.” *NYTimes*. November 14, 2020.

<https://www.nytimes.com/2020/11/14/opinion/sunday/coronavirus-poverty-us.html>

Additional PhD readings

Hammond Wagner, Courtney R. and Niles, Meredith T. 2020. “What is Fair in Groundwater Allocation? Distributive and Procedural Fairness Perceptions of California’s Sustainable Groundwater Management Act”. *Society and Natural Resources*: 1-22.

Finney, Carolyn. 2014. Chapter 1. *Black faces, white spaces: Reimagining the relationship of African Americans to the Great Outdoors*. Chapel Hill, NC: The University of North Carolina Press.

Week 5 (Feb. 10) – Rulemaking & regulation

Potter, Rachel. 2019. “Chapter 1: The power of procedure”. *Bending the Rules: Procedural politicking in the bureaucracy*. Chicago, IL: The University of Chicago Press. 1-21.

Yackee, Susan. 2006. “Sweet-talking the fourth branch: The influence of interest group comments on federal agency rulemaking”. *Journal of Public Administration and Research Theory* 16(1): 103-124.

Pralle, Sarah. 2019. “Drawing lines: FEMA and the politics of mapping flood zones”. *Climatic change* 152(2): 227-237.

Dudley, Susan. “A Decade of Political Swings, and Consistency”. *Regulatory Review*. September 30, 2020. <https://www.theregreview.org/2020/09/30/dudley-decade-political-swings-consistency/>

Fischer, Claire. “Waiving hello to the wall: The Supreme Court’s denial of a constitutional challenge to environmental law waivers at the U.S.-Mexico border”. *Georgetown Environmental Law Review*. February 14, 2019. <https://bit.ly/2LgVIWL>

Additional PhD readings:

Dwidar, Maraam. 2021. “Diverse lobbying coalitions and influence in notice-and-comment rulemaking”. *Policy Studies Journal*.

Haeder, Simon F. and Yackee, Susan W. 2018. “Presidentially directed policy change: The office of information and regulatory affairs as partisan or moderator?” *JPART* 28(4): 475-488.

Week 6 (Feb. 17) – Legislative behavior

Policy scenario proposal due by Wednesday, February 16 at 11:59p

Mildenberger, Matto. 2020. “Chapter 1: The puzzle of climate policy action”. *Carbon captured: How business and labor control climate politics*. Cambridge, MA: MIT Press.

Gamm, Gerald and Kousser, Thad. 2010. "Broad bills or particularistic policy? 2010. Historical patterns in American state legislatures". *The American Political Science Review* 104(1): 151-170.

Struthers, Cory L., Scott, Tyler A., Fleischman, Forrest, and Arnold, Gwen. Forthcoming. "The forest ranger (and the legislator): How local congressional politics shape policy implementation in agency field offices". *Journal of Public Administration Research & Theory*.

Watch: Malhotra, Neil. "How to fix Washington's short attention span". June 11, 2014. *Stanford University*. <https://www.youtube.com/watch?v=UbtvA0SbYV4> (6 minutes)

Additional PhD readings:

Gilens, Martin and Benjamin I. Page. 2014. "Testing theories of American politics: Elites, interest groups, and average citizens". *Perspectives on Politics* 12(3): 564-581.

Lee, Frances. "Geographic politics in the US House of Representatives: Coalition building and distribution of benefits". *AJPS* 47(4): 714-728.

Week 7 (Feb. 24) – Policy diffusion

Carley, Sanya and Miller, Chris J. 2012. "Regulatory stringency and policy drivers: A reassessment of renewable portfolio standards". *Policy Studies Journal* 40(4): 730-756.

Matisoff, Daniel C. and Edwards, Jason. 2014. "Kindred spirits or intergovernmental competition? The innovation and diffusion of energy policies in the American states (1990–2008)". *Environmental Politics* 23(5): 795-817.

Zhou, Shan, Matisoff, Daniel C., Kingsley, Gordon A., Brown, Marilyn A. 2019. "Understanding renewable energy policy adoption and evolution in Europe: The impact of coercion, normative emulation, competition, and learning." *Energy Research & Social Science* 51: 1-11.

Review data: "U.S. state carbon pricing policies". *Center for Climate and Energy Solutions*. <https://www.c2es.org/document/us-state-carbon-pricing-policies>

Review data: "Climate change laws of the world". *LSE*. <https://climate-laws.org/>

Additional PhD readings:

Saikawa, Eri. 2013. "Policy diffusion of emission standards: Is there a race to the top?" *World Politics* 65(1): 1-33.

Week 8 (March 3) – Public opinion (CASE STUDY DAY**)**

CASE: TBD

Carlton, Stuart J., Mase, Amber S., Knutson, Cody L., Carmen Lemos, Maria, Haigh, Tonya, Today, Dennis P., and Prokopy, Linda S. 2016. "The effects of extreme drought on climate change beliefs, risk perceptions, and adaptation attitudes." *Climatic Change* 135: 211-226.

Javeline, Debra, Kijewski-Correa, Tracy, and Chesler, Angela. 2019. "Does it matter if you "believe" in climate change? Not for coastal home vulnerability". *Climatic Change* 155: 511-532.

Carley, Sanya, Konisky, David M., Atiq, Zoya, and Land, Nick. 2020. "Energy infrastructure, NIMBYism, and public opinion: a systematic literature review of three decades of empirical survey literature." *Environmental Research Letters* 15 093007.

Egan, Patrick and Mullin, Megan. "Global warming feels quite pleasant". *NYTimes*. April 24, 2016. <https://www.nytimes.com/2016/04/24/opinion/sunday/global-warming-feels-quite-pleasant.html>

Review: Yale Climate Communications. "Global warming's six Americas". <https://climatecommunication.yale.edu/about/projects/global-warmings-six-americas/>

Additional PhD readings:

Stokes, Leah. 2016. "Electoral backlash against climate policy: A natural experiment on retrospective voting and local resistance to public policy". *American Journal of Political Science* 60(4): 958-974.

Bromley-Trujillo, Rebecca and Poe, John. 2018. "The importance of salience: Public opinion and state policy action on climate change." *Journal of Public Policy* 40(2): 280 – 304.

Moore, Fran, Obradovich, Nick, Lehner, Flavio, and Baylis, Patrick. 2019. "Rapidly declining remarkability of temperature anomalies may obscure public perception of climate change". *Proceedings of the National Academies of Sciences (PNAS)* 116(11): 4905-4910.

Week 9 (March 10): SPRING BREAK, NO CLASS

Week 10 (March 17) – Industry interest groups

Stokes, Leah. "Chapter 1: Introduction". *Short circuiting policy: Interest groups and the battle over clean energy and climate policy in the American states*. New York, NY: Oxford University Press.

Heikkila, Tanya, Pierce, Jonathan J., Gallaher, Samuel, Kagan, Jennifer, Crow, Desera A., and Weible, Christopher M. "Understanding a period of policy change: The case of hydraulic fracturing disclosure policy in Colorado". *Review of Policy Research* 31(2): 65-87.

Fitzgerald Weaver, John. "The electric utility anti-rooftop solar playbook." *PV Magazine*. June 28, 2021. <https://pv-magazine-usa.com/2021/06/28/the-electric-utility-anti-rooftop-solar-playbook/>

Watch: Schneider-Mayerson, Matthew. "Climate change, capitalism, and what's next". TEDx. October 5, 2013. <https://www.youtube.com/watch?v=iRJMN5GNbVU> (17 minutes)

Additional PhD readings:

Scruggs, Lyle and Benegal, Salil. 2012. "Declining public concern about climate change: Can we blame the great recession?" *Global Environmental Change* 22(2): 505-515.

Carter, Angela V., Fraser, Gail S., and Zalik, Anna. 2017. "Environmental Policy Convergence in Canada's Fossil Fuel Provinces? Regulatory Streamlining, Impediments, and Drift". *Canadian Public Policy* 43(1): 61-76.

Week 11 (March 24) – Social activism & environmental organizations

Auer, Matt. 2021. "Covid-19 Crisis Communications: The Challenge for Environmental Organizations". *Environmental Science & Policy* 115: 151-155.

Ganz, Scott and Soule, Sarah A. "Greening the Congressional record: environmental social movements and expertise-based access to the policy process." *Environmental Politics* 28(4): 1-22.

Han, H. C., & Barnett-Loro, C. 2018. "To support a stronger climate movement, focus research on building collective power". *Frontiers in Communication* 3(55): 1-5.

OPTIONAL: Ganz, Marshall. 2009. "Leading change: leadership, organization, and social movements". *Advancing Leadership*. HBS Press.

Watch: "School strike for climate – save the world by changing the rules". TEDx. December 12, 2018. <https://www.youtube.com/watch?v=EAmUIEsN9A&feature=youtu.be> (11 minutes)

Additional PhD readings:

Johnson, Eric W., Agnone, Jon, & McCarthy, John D. (2010). "Movement organizations, synergistic tactics and environmental public policy". *Social Forces* 88(5): 2267-2292.

Olzak, Susan and Soule, Sarah A. "Cross-cutting influences of environmental protest and legislation". *Social Forces* 88(1): 201-225.

Week 12 (March 31) – Street-level bureaucracy

Moseley, Cassandra and Charnley, Susan. 2014. "Understanding micro-processes of institutionalization: Stewardship contracting and national forest management". *Policy Sciences* 47(1): 69-98.

Arnold, Gwen. 2014. "Policy learning and science policy innovation adoption by street-level Bureaucrats". *Journal of Public Policy* 34(3): 389-414.

Teodoro, Manny. 2009. "Bureaucratic job mobility and the diffusion of innovations". *American Journal of Political Science* 53(1): 175-189.

Watch: "The wild horses of the devil's garden". *US Forest Service*. August 29, 2018. https://www.youtube.com/watch?v=3Y_LAHTvTcQ (5 minutes)

Additional PhD readings:

Konisky, David. 2007. "Regulator attitudes and the environmental race to the bottom argument". *Journal of Public Administration and Theory* 18(2): 321-344.

Liang, Jiaqi, Park, Sanghee, and Zhao, Tianshu. 2020. "Representative bureaucracy, distributional equity, and environmental justice". *Public Administration Review* 80(3): 402-414.

Week 13 (April 7) – NO CLASS

Interests analysis due by Monday, April 4 by 11:59p

I have plans to be at a conference this week presenting 2-3 papers. I will assign materials (possibly reading one of these works-in-progress) and/or a task for this week, TBD.

Week 14 (April 14) – Collaborative governance (CASE STUDY DAY**)**

CASE: TBD

Ulibarri, Nicola. 2019. "Collaborative governance: a tool to manage scientific, administrative, and strategic uncertainties in environmental management?" *Ecology and Society* 24(2): 15.

Blomgren Amsler, Lisa. 2016. "Collaborative governance: Integrating management, politics, and law". *Public Administration Review* 76(5): 700-711.

Yoder, Landon, Ward, Adam S., Spak, Scott, and Dalrymple, Kajsa E. 2021. "Local Government Perspectives on Collaborative Governance: A Comparative Analysis of Iowa's Watershed Management Authorities". *Policy Studies Journal* 49(4): 1087-1109.

Watch/read: Jill Purdy. "An Overview of Collaborating for Our Future". November 13, 2019. <https://blogs.uw.edu/jpurdy/author/jpurdy/> (9 minutes)

Additional PhD readings:

Scott, Tyler, Ulibarri, Nicola, and Scott, Ryan P. "Stakeholder involvement in collaborative regulatory processes: Using automated coding to track attendance and actions". *Regulation and Governance* 14(2): 219-237.

Timberlake, Thomas J., Schultz, Courtney A., Evans, Alexander and Abrams, Jesse B. 2020. "Working on institutions while planning for forest resilience: a case study of public land management in the United States". *Journal of Environmental Management and Planning*: 1-22.

Week 15 (April 21) – Socioecological networks

Ostrom, Elinor. 2009. "A general framework for analyzing sustainability of social-ecological systems". *Science* 325(5939): 419-422.

Fleischman, Forrest, et al. 2020. "Pitfalls of tree planting show why we need people-centered natural climate solutions". *BioScience* 70(11): 947-950.

Hamilton, Matthew, Paige-Fischer, Alexandra, and Ager, Alan. 2019. "A social-ecological network approach for understanding wildfire risk governance". *Global Environmental Change* 54: 113-123.

And then watch: Beagle, Julie. “Resilient by design science briefing”. *Exploratorium*. November 14, 2017. <https://www.youtube.com/watch?v=z9sNmXHhUP8&feature=youtu.be> (22 minutes)

Additional PhD readings:

Bodin, Orjan, Mancilla Garcia, Maria, and Robins, Garry. 2020. “Reconciling Conflict and Cooperation in Environmental Governance: A Social Network Perspective”. *Annu. Rev. Environ. Resources* 45: 471–95

Greer, Robert and Scott, Tyler. 2020. “A Network Autonomy Framework: Reconceptualizing Special District Autonomy in Polycentric Systems”. *Perspectives on Public Management and Governance* 3(1): 59-76.

Week 16 (April 28) – Risk management, public finance, & course closing

Hines, Robert E., Grandage, Andrew J., and Willoughby, Katherine G. 2020. “Staying afloat: Planning and managing climate change and sea level rise risk in Florida’s coastal counties”. *Urban Affairs Review* 1-33.

Woodruff, Sierra, Mullin, Megan, and Roy, Malini. 2020. “Is coastal adaptation a public good? The financing implications of good characteristics in coastal adaptation.” *Journal of Environmental Planning and Management* 63(12): 2082-2101.

Chiglinsky, Katherine and Chen, Elaine. “Many Californians Being Left Without Homeowners Insurance Due to Wildfire Risk”. *Insurance Journal*. December 4, 2020.
<https://www.insurancejournal.com/news/west/2020/12/04/592788.htm>

Review: FEMA. “The national risk index.” <https://www.fema.gov/flood-maps/products-tools/national-risk-index> (click on button to access index portal)

No additional PhD readings this week

Week 17 – Finals week

Policy memo (MPA) or research paper (PhD) due by Monday, May 9 by 11:59p