



PPOL 150/235, Environmental Policy Analysis

Lorry I. Lokey School of Business & Public Policy, Mills College, Spring 2022
Mondays and Wednesdays, 2:30-3:45 pm

Instructor: Mark Henderson, Ph.D., mhenderson@mills.edu

Office Hours: [online by appointment](#)

Course Overview and Learning Objectives

The goal for this class is for students to learn to think like environmental policy analysts in a rapidly changing world. Environmental policy is a fundamentally interdisciplinary field, requiring the synthesis of many disciplinary tools and areas of knowledge to understand problems, propose solutions, and evaluate their effectiveness and equity. Analytical approaches to be discussed and applied include political ecology, environmental justice, environmental impact assessment, and sustainable development. We will be challenged to examine environmental problems many points of view that inform current policy debates. These perspectives should provoke and enrich our discussions and our analyses, over the course of this semester and out into the world as analysts, advocates, and engaged members of society.

This course meets requirements in the PEPL and Environmental Studies majors and may be credited as an elective in the Master of Public Policy and joint MPP/MBA programs.

Course Policies

To be successful in this class, you should **attend all class meetings**, arriving on time and having completed all readings and other assignments due on that date. Two exceptions may apply: (1) for foreseeable scheduling conflicts including religious observances or civic engagement, notify me well in advance and (for events related to our class topics) plan to make a short report on your activities when you return; and (2) in case of illness, please do not come to class, but notify me as soon as possible and arrange to catch up on missed topics when you are well.

For each class meeting, you should be prepared to **participate fully and thoughtfully**: this means not only having read and analyzed the required materials but also being ready to listen to others and collaborate in the learning process. Kindly **refrain from the use of electronics** for emailing, text messaging, web searches unrelated to the immediate class

discussion, engaging in social media, shoe shopping, or any other forms of outside communication during class.

Assignments are due at the beginning of each class period or as noted on the syllabus. Under extenuating circumstances, please propose a reasonable extension *before* missing any deadline. Unless arrangements are made with the instructor in advance, late assignments will be penalized up to one fractional letter grade for each 24 hours past the deadline; if an extension has been proposed and granted, but is missed, the penalty will apply from the original due date. Assignments will not be accepted after the last day of class unless an [Incomplete Grade request](#) is filed by then in accordance with the relevant (and rather strict) Mills College regulations.

I will make every effort for this class to be **universally accessible** for students regardless of disability or other individual categorization. Students who need alternative learning materials or strategies should contact the [Student Access and Support Services](#) office *and* inform me promptly in order for access to be arranged. Please note that, because of the nature of the collaborative work and post-assignment discussions expected in this class, routinely extending deadlines is generally *not* a suitable accommodation.

Customary academic standards for original work and proper bibliographic citations apply to all work assigned in this class. Please use the [APA \(Author, Date\)](#) in-text citations preferred for academic public policy writing (including citing [government reports](#)). Plagiarism, as defined under the [Mills College Honor Code](#), is grounds for a failing grade as well as Honor Code sanctions. Please consult with the instructor if you have any questions, or even the slightest doubt, about how to follow these requirements.

In accordance with the statement of the American Association of University Professors, the course syllabus and other materials like lecture notes, class handouts, exercises, digital presentations, and written feedback are the **intellectual property** of the instructor who created them. You should not share these materials outside of our class, specifically including posting course materials on third-party websites, without permission of the instructor. Likewise, written assignments completed by you as a student are your intellectual property; although instructors may share some student written work for instructional purposes within Mills College, with the authors' names redacted, it will not be distributed outside of the institution without your permission.

Course Requirements and Grading

Each assignment, or portion thereof, will be scored on a four-point GPA scale:

- 4 points = 100% = A = Exceeds Expectations
- 3 points = 75% = B = Meets Expectations
- 2 points = 50% = C = Falls Short of Expectations

Assignment	Points
Class preparation and participation, including abstracts	24
Environmental Law/Policy briefing and memo	12
Environmental Impact group presentation and individual comment letter	16
Battery Technology group presentation and poster	12
Climate Change Country Strategies briefing and roundtable matrix	12
Environmental Video movie review	4
Green New Deal Op/Ed essay (in lieu of final exam)	<u>20</u>
TOTAL	100

Class Preparation and Participation. Your active participation is essential for this course to be a worthwhile learning experience, both for you and for your fellow students. In preparation for discussion, **by 10:00 p.m. on the evening before each class** (starting in Week 2), you will submit brief abstracts of each of the week's required readings on Canvas, giving 2-3 important points or questions to be considered by the class. *Note: late abstracts will be accepted for partial credit only. I recommend posting your abstracts throughout the week as you read class materials, rather than waiting until the deadline.*

Environmental Law/Policy Briefing and Memo. You will select one of the roughly 100 environmental laws or policies that the previous U.S. administration attempted to roll back, then write a briefing memo giving the history, purpose, and assessment of the law/policy as previously implemented and an update on what (if anything) has happened since January 20, 2021. You will share a 2-minute briefing in class. See details under [Week 3](#).

Environmental Impact Group Presentation and Individual Comment Letter. Working in groups of 3-4 students, you will prepare a 12-15 minute presentation on one of the impact areas typically covered in an Environmental Impact Statement or Report (e.g., water resources, land use, noise, etc.), explaining how the impact is assessed and how it can be mitigated. *Individually*, you will select one EIR/EIS that includes an assessment of *that same* impact area and prepare a short (2-3 page) public comment letter in response to the findings of the EIR/EIS, assessing the adequacy of its analysis and the suitability of the alternatives presented and recommendation. (Use a [standard business letter format](#) addressed to the responsible official or agency.)

Battery Technology group presentation and poster. Working in groups, you will choose one of the major battery technologies to research in terms of common uses; environmental impacts of manufacturing, use, and disposal; and potential for use in a decarbonizing world. Then prepare a digital poster highlighting your findings to share with the class in a "gallery walk" format.

Climate Change Country Strategies Roundtable. Working in groups, you will prepare a one-page briefing on the climate change strategy of one country (or region) other than the United States, including discussion of the likely impacts of climate change on the country, the country's efforts to combat climate change so far, and the country's internal politics on

this issue. Representatives of each group will then share their briefing with representatives of each of the other groups in a roundtable discussion format, and the roundtable group will jointly produce a matrix comparing the countries represented. See details under [Week 12](#).

Green New Deal Op-Ed Essay. In lieu of a final exam, you will write a 4-5 page essay analyzing some version of a “Green New Deal” or comparable policy proposal at the federal or state level, providing an assessment in terms of relevant policy criteria such as efficacy, efficiency, equity, and feasibility, and *making your own argument* for adopting, defeating, or modifying the proposal. You should draw upon (and cite) as many relevant readings and concepts from this semester’s class as possible. You will give a brief oral presentation of your main arguments in class.

This class is offered for **three semester credits**, entailing 150 minutes of class time and an average of 6-9 hours of reading, writing, or other work outside of class per week.

If you would like to take this class for **one or two credits**, please contact me about choosing a proportional selection of topics and assignments for you to include.

PPOL 150/235 (Spring 2022) Calendar of Topics and Assignments

Part	Week	Monday Class		Wednesday Class		Assignments*
I. U.S. Env Law & Policy	<u>1</u>			1/19	Introductions <i>Lackey, Oakland, Popovich</i>	Sign up for briefings
	<u>2</u>	1/24	US Environmental Law <i>Thompson, Meyer</i>	1/26	Environmental Justice <i>Cole, Chavera</i>	
	<u>3</u>	1/31	Policy Briefings	2/2	Policy Briefings	Briefing Memo
II. EIA	<u>4</u>	2/7	Design with Nature & NEPA <i>McHarg, NEPA</i>	2/9	NEPA & CEQA Processes <i>CEQA, Friedman</i>	Sign up for EIA methods
	<u>5</u>	2/14	Public Participation <i>King, Dillon, CEJA</i>	2/16	EIA Critiques & Extensions <i>Bland, Stienstra, Heller</i>	
	<u>6</u>	2/21	PRESIDENTS' DAY, no class	2/23	EIR Methods Presentations <i>AEP, O'Hare</i>	Comment Letter
III. Energy & Batteries	<u>7</u>	2/28	Population & Consumption <i>Mills, Williams, McAfee, Chertow</i>	3/2	China <i>Henderson, Hessler, Hsu</i>	Sign up for Battery teams
	<u>8</u>	3/7	Energy <i>Manning, EIA, Plumer, Schlossberg</i>	3/9	Decarbonization <i>Pannett, Kenney, O'Brien</i>	
	<u>9</u>	3/14	Prep Battery Gallery <i>Article for your group only</i>	3/16	Battery Gallery	Battery Posters
SPRING BREAK						
IV. Climate Change	<u>10</u>	3/28	Climate Science & Impacts <i>Brockell, Flavelle, Linden</i>	3/30	Adaptation & Mitigation <i>Coy, Meyer, Wilson, Keith</i>	Assign Country teams
	<u>11</u>	4/4	State & Local Policy Options <i>Cave, Baldwin, Haya</i>	4/6	Politics: Activists & Skeptics <i>Dolsak, Unigwe, Fiore, Harmon</i>	
	<u>12</u>	4/11	Prep Climate Strategies <i>Plumer</i>	4/13	Climate Strategy Roundtable	Climate Strategy Briefings
V. Green New Deal	<u>13</u>	4/18	Env Policy Video Day	4/20	Green New Deal Proposals <i>House, Hulak, Romero</i>	Env Video Review
	<u>14</u>	4/25	GND Critiques & Extensions <i>Grunwald, Flynn, Belano</i>	4/27	Politics & Persuasion <i>Blow, Cottom, Thunberg</i>	
	<u>15</u>	5/2	Future Directions <i>Subramanian</i>	5/4	Op-Ed Presentations	GND Op-Ed Essay

Green shading: online (Zoom) class meeting. *Assignments are due by 2:29pm on Wednesdays, or as noted.

Part I: U.S. Environmental Law & Policy

Week 1.2 Introductions

Lackey, Robert T. (2006). Axioms of Ecological Policy. *Fisheries*, 31(6), 286-290. [Copy available here](#). **No abstract required.**

City of Oakland (2020). Oakland 2030 Equitable Climate Action Plan. <https://cao-94612.s3.amazonaws.com/documents/Oakland-ECAP-07-24.pdf>. **Skim pages 1-21. No abstract required.**

Popovich, Nadja, Livia Albeck-ripka and Kendra Pierre-Louis (2021). The Trump Administration Rolled Back More Than 100 Environmental Rules. Here's the Full List.. *New York Times* (updated January 20). <https://www.nytimes.com/interactive/2020/climate/trump-environment-rollbacks-list.html>. **Skim (no abstract required) then sign up to brief the class on one of these policies in week 3.**

Lecture/Discussion Topics

Course goals and assignments. Environmental policy as a field of policy analysis. Thinking globally, acting locally.

Week 2.1 U.S. Environmental Law: [you don't know what you've got till it's gone](#)

Thompson, Andrea (2020). How the Environment Has Changed since the First Earth Day 50 Years Ago. *Scientific American* (April 22). <https://www.scientificamerican.com/article/how-the-environment-has-changed-since-the-first-earth-day-50-years-ago>.

Meyer, Robinson (2017). How the U.S. Protects the Environment, From Nixon to Trump: A curious person's guide to the laws that keep the air clean and the water pure. *The Atlantic* (March 29). <https://www.theatlantic.com/science/archive/2017/03/how-the-epa-and-us-environmental-law-works-a-civics-guide-pruitt-trump/521001/>

Lecture/Discussion Topics

Legislation, regulation, and litigation. Legal and design traditions behind environmental law. ["America before Earth Day."](#) Administrative procedures for issuing environmental regulations. ["War on the EPA."](#)

Week 2.2 Race, gender, and environmental (in)justice

Cole, Luke and Sheila Foster (2000). "Preface: We Speak For Ourselves, The Struggle of Kettleman City" In *From the Ground Up: Environmental Racism & the Rise of the Environmental Justice Movement*. New York, NY, USA: New York University Press (NYU Press). pp.1-9.

On campus: <http://site.ebrary.com/lib/mills/reader.action?docID=10032503>

Off campus: <http://site.ebrary.com.intra.mills.edu:2048/lib/mills/reader.action?docID=10032503>

Chavera Edwards, Sarah (2017). One Year After Standing Rock, Women Remain at the Front of Indigenous Fights Against Big Oil. *Ms. Magazine* (December 12).

<https://msmagazine.com/2017/12/12/leaders-arise-one-year-after-standing-rock>

Lecture/Discussion Topics

Who benefits, who is affected, who has a voice? Origins of the [environmental justice movement](#); [17 principles](#); gendered norms and risks; implications for current policies.

Week 3. Student Briefings on Environmental Policy Rollbacks

In a 1.5- to 2-page briefing memo summarized in a 4- to 5-minute (maximum) oral report to the class, each student will report on one of the ~100 environmental policy rollbacks and what has happened since the new administration came to Washington. Please address as many of the following as possible based on links from [the New York Times article](#) and your additional research:

- What is the subject of the policy, when was it adopted, and which agency was responsible for it?
- Who or what was the policy originally intended to protect?
- Who or what was disadvantaged by the original policy, or benefits from its rollback?
- What would it take to reinstate or improve the policy (e.g., court appeals, action by states, action by Congress or a future administration)?
- What has happened since January 20, 2021?

Cite the *Times* article and at least two other sources using [APA \(Author, Date\) format](#) in your text and provide a full bibliographic citation at the end of your memo.

Part II: Environmental Impact Assessment

Week 4.1 Design with Nature and NEPA

McHarg, Ian (1969). Chapter 3, A Step Forward (pp.31-41). In *Design with Nature*. Doubleday/Natural History Press. [Copy available here](#) (Ch.3 only).

The National Environmental Policy Act (NEPA), 42 U.S.C. 4321 et seq.
http://energy.gov/sites/prod/files/nepapub/nepa_documents/RedDont/Req-NEPA.pdf

Lecture/Discussion Topics

McHarg's overlay methods, interdisciplinary approaches in NEPA. Sign up for environmental impact presentation groups:

1. Biological Resources
2. Hydrology & Water Quality
3. Air Quality
4. Tribal & Cultural Resources
5. Population & Housing
6. Transportation & Traffic



Godzilla versus the bureaucracy

Week 4.2 NEPA and CEQA processes

The California Environmental Quality Act (CEQA), California Public Resources Code Section 21000 et seq. (printed page numbers 1-133, starting on 64th page of the PDF) in *California Environmental Quality Act (CEQA) Statute and Guidelines*.

[http://resources.ca.gov/ceqa/docs/2019 CEQA Statutes and Guidelines.pdf#page=64](http://resources.ca.gov/ceqa/docs/2019%20CEQA%20Statutes%20and%20Guidelines.pdf#page=64). **(Very long—skim lightly, do not print! For your reading abstract, compare your impressions of CEQA with your reaction to reading NEPA for the previous class session.)**

Friedman, Lisa (2020). Trump Moves to Exempt Big Projects From Environmental Review. New York Times (updated January 13).
<https://www.nytimes.com/2020/01/09/climate/trump-nepa-environment.html>.
[Copy available here.](#)

Lecture/Discussion Topics

EISes, EIRs, FONSIs, and Mitigated Neg Decs: walking through the NEPA and CEQA processes.

Weeks 5.1 Who decides? Public Participation and Environmental Justice

King, Gregory (2003). Appendix A, Addressing Environmental Justice in California. In *Recommendations of the California Environmental Protection Agency Advisory Committee on Environmental Justice to the Cal/EPA Interagency Working Group on Environmental Justice: Final Report*. Sacramento: California Environmental Protection Agency (September 30). 11 pp. [Copy available here](#).

Dillon, Liam and Benjamin Oreskes (2019). Homeless shelter opponents are using this environmental law in bid to block new housing. *Los Angeles Times* (May 15). <https://www.latimes.com/politics/la-pol-ca-ceqa-homeless-shelter-20190515-story.html>

California Environmental Justice Alliance (2015). Protect CEQA to Advance Environmental Justice and Protect Housing. <https://caleja.org/2019/05/protect-ceqa-to-advance-environmental-justice-and-protect-housing/>

Lecture/Discussion Topics

Origins of the Environmental Justice movement. Unintended consequences of CEQA. How can the EIA process be made more accessible? Presentation group work session.

Sources for Draft Environmental Impact Reports/Statements

- [Federal Register](#) (look for Notices of Availability; links to DEISes may be included)
- [U.S. EPA EIS Database](#)
- [CEQANET](#) (recent DEIRs)
- Local governments often post current DEIRs on their websites (e.g., [Oakland](#))
- Web searches for “Environmental Impact Report” and a [topic or place of interest](#)

Week 5.2 EIA critiques and extensions

Bland, Alastair (2019). How the California Environmental Quality Act Fails the Environment. *East Bay Express*. <https://eastbayexpress.com/how-the-california-environmental-quality-act-fails-the-environment-1/>

Stienstra, Deborah, Susan Manning, and Leah Levac (2020). Executive Summary (pp.v-vi) and Appendix 6, Specific Promising Practices (pp.53-62) in *More Promise than Practice: GBA+, Intersectionality and Impact Assessment*. Live Work Well Research Centre, University of Guelph, Ontario, Canada. https://liveworkwell.ca/sites/default/files/pageuploads/Report_Mar31_AODA.pdf.

Heller, Jonathan, Shireen Malekafzali, Lynn C. Todman, and Megan Wier (2013). Introduction (pp.7-9) and Case Studies (pp.20-21) in *Promoting Equity through the Practice of Health Impact Assessment*. PolicyLink.

http://www.policylink.org/sites/default/files/PROMOTINGEQUITYHIA_FINAL.PDF

Lecture/Discussion Topics

Expanding the EIA model to social impacts. Presentation group work session.

Week 6. Student Group Presentations: EIR methods and examples

Association of Environmental Professionals (2019). Article 9, Contents of Environmental Impact Reports (pp. 189-202) in *California Environmental Quality Act (CEQA) Statute and Guidelines*.

http://resources.ca.gov/ceqa/docs/2019_CEQA_Statutes_and_Guidelines.pdf#page=252. **No abstract required.**

O'Hare, Mike (1996). Presentation Checklist. University of Washington. [Copy available here](#). **No abstract required.**

Part III: Consumption, Energy, and Batteries

Week 7.1 Population and Consumption

Mills, Stephanie (1969). The future is a cruel hoax. Commencement address, Mills College. [Copy available here](#).

Williams, Alex (2021). To Breed or Not to Breed? *The New York Times* (November 20). <https://www.nytimes.com/2021/11/20/style/breed-children-climate-change.html>. [Copy available here](#).

McAfee, Andrew (2020). Why Degrowth Is the Worst Idea on the Planet. *Wired* (October 6). <https://www.wired.com/story/opinion-why-degrowth-is-the-worst-idea-on-the-planet>.

Chertow, Marian R. (2001). The IPAT Equation and Its Variants: Changing Views of Technology and Environmental Impact. *Journal of Industrial Ecology* 4(4), 13-29. On campus: <http://onlinelibrary.wiley.com/doi/10.1162/10881980052541927/epdf>; Off campus: <http://onlinelibrary.wiley.com.intra.mills.edu:2048/doi/10.1162/10881980052541927/epdf>

Lecture/Discussion Topics

The I=PAT equation and its critiques. [Ecological footprint](#). Personal choices, population effects.

Week 7.2 It all hinges on China

Henderson, Mark (2021). It All Hinges on China: Environmental Governance in the Twenty-First Century. *Global Environmental Politics* 21(4): 148–53.

<https://muse.jhu.edu/article/840185>. [Copy available here.](#)

Hessler, Peter (2021). The Rise of Made-in-China Diplomacy. *The New Yorker* (March 5).

<https://www.newyorker.com/magazine/2021/03/15/the-rise-of-made-in-china-diplomacy>.

Hsu, Angel (2021). Don't Be So Quick to Doubt China's Climate Change Dedication. *The New York Times* (November 7)

<https://www.nytimes.com/2021/11/07/opinion/cop26-china-climate.html>. [Copy available here.](#)

Lecture/Discussion Topics

Why does it seem like everything is made in China? What are the environmental impacts of production in China? What is China doing in terms of global environmental negotiations?

Week 8.1 Energy

Richard Manning, 2004. "The Oil We Eat: Following the food chain back to Iraq." *Harper's Magazine* v.308 n.1845 (February). pp.37-45.

<https://www.resilience.org/stories/2004-05-23/oil-we-eat-following-food-chain-back-iraq>

U.S. EIA (2021). U.S. Energy Facts Explained - Consumption and Production. U.S. Energy Information Administration. <https://www.eia.gov/energyexplained/us-energy-facts>.

Plumer, Brad (2020). In a First, Renewable Energy Is Poised to Eclipse Coal in U.S. *The New York Times* (May 13).

<https://www.nytimes.com/2020/05/13/climate/coronavirus-coal-electricity-renewables.html>. [Copy available here.](#)

Schlossberg, Tatiana (2016). Just How Much Power Do Your Electronics Use When They Are 'Off'? *The New York Times* (May 7)

<https://www.nytimes.com/2016/05/08/science/just-how-much-power-do-your-electronics-use-when-they-are-off.html>. [Copy available here.](#)

Lecture/Discussion Topics

Sources and impacts of the energy we use. Chains of consumption in a fossil fuel-based economy.

Week 8.2 Decarbonization and Electrification

Pannett, Rachel (2021). An Australian Inventor Wants to Stop Global Warming by

Electrifying Everything. *Washington Post* (May 28).

<https://www.washingtonpost.com/climate-solutions/interactive/2021/saul-griffith-mass-electrification>.

Kenney, Michael, Jacob Wahlgren, Kristina Duloglo, Tiffany Mateo, Danuta Drozdowicz, and Stephanie Bailey (2021). Draft 2021 Integrated Energy Policy Report, Volume I: Energy Efficiency and Building, Industrial, and Agricultural Decarbonization. California Energy Commission. Publication Number CEC-100-2021-001-V1. <https://efiling.energy.ca.gov/GetDocument.aspx?tn=240864>. **Pages 1-11 only (Executive Summary and Chapter 1 up through “Decarbonization Strategies”).**

O’Brien, Casey (2019). What Businesses Need to Know about Berkeley’s Historic Natural Gas Ban. *Greenbiz* (October 17). <https://www.greenbiz.com/article/what-businesses-need-know-about-berkeleys-historic-natural-gas-ban>.

Lecture/Discussion Topics

How to stop burning fossil fuels: education, incentives, or mandates?

Week 9. Battery Technology Gallery Project

Sign up in advance for one of the following topics and read the corresponding article only.

Lead-Acid Batteries: Pearce, Fred (2020). Getting the Lead Out: Why Battery Recycling Is a Global Health Hazard. *Yale Environment 360* (November 2). <https://e360.yale.edu/features/getting-the-lead-out-why-battery-recycling-is-a-global-health-hazard>.

Nickel-Cadmium Batteries: Beech, Hannah (2021). Can a Tiny Territory in the South Pacific Power Tesla’s Ambitions? *The New York Times* (December 30) <https://www.nytimes.com/2021/12/30/world/asia/tesla-batteries-nickel-new-california.html>. [Copy available here.](#)

Lithium-Ion Batteries: Krauss, Clifford and Meridith Kohut (2021). Green-Energy Race Draws an American Underdog to Bolivia’s Lithium. *The New York Times* (December 16). <https://www.nytimes.com/2021/12/16/business/energy-environment/bolivia-lithium-electric-cars.html>. [Copy available here.](#)

Hydrogen Fuel Cells: Reed, Stanley and Jack Ewing (2021). Hydrogen Is One Answer to Climate Change. Getting It Is the Hard Part. *The New York Times* (July 13). <https://www.nytimes.com/2021/07/13/business/hydrogen-climate-change.html>. [Copy available here.](#)

Project details to be discussed in class

Part IV: Climate Change

Week 10.1 Climate Science and Impacts

Brockell, Gillian (2021). Did the 'Father of Climate Science' Steal His Discovery from Eunice Newton Foote? *Washington Post* (November 17).

<https://www.washingtonpost.com/history/2021/11/17/eunice-newton-foote-john-tyndall>.

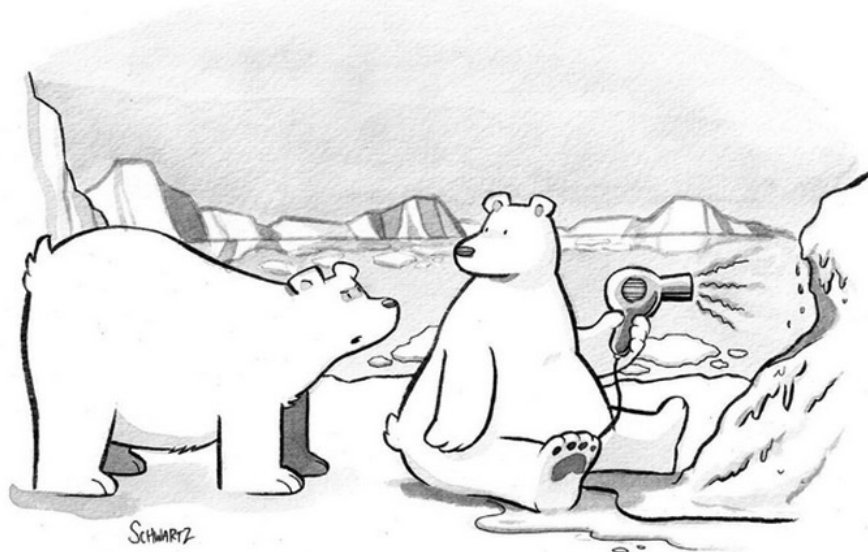
Flavelle, Christopher (2021). 6 Aspects of American Life Threatened by Climate Change. *The New York Times* (October 7).

<https://www.nytimes.com/2021/10/07/climate/climate-threats-federal-government.html>. [Copy available here.](#)

Linden, Eugene (2019). How Scientists Got Climate Change So Wrong. *New York Times* (November 8). <https://www.nytimes.com/2019/11/08/opinion/sunday/science-climate-change.html>. [Copy available here.](#)

Lecture/Discussion Topics

[Climate science basics](#) for policy analysts. [Video \(2 min.\)](#) When science led policy: the Montreal Protocol. Two-level games in international relations.



"I recognize that climate change is a complex subject with multiple causes, but this really isn't helping."

STARECAT.COM

Week 10.2 Adaptation and Mitigation Strategies

Coy, Peter (2021). The Most Important Number You've Never Heard Of. *The New York Times* (September 17).

<https://www.nytimes.com/2021/09/17/opinion/greenhouse-gas-cost.html>. [Copy available here.](#)

Meyer, Robinson (2021). A New Estimate of the 'Most Effective' Way to Fight Climate Change. *The Atlantic* (December 15)

<https://www.theatlantic.com/newsletters/archive/2021/12/most-effective-nonprofits-fight-climate-change/621013>. [Copy available here.](#)

Wilson, Peter (2021). Is Carbon Capture Here? *The New York Times* (October 31)

<https://www.nytimes.com/2021/10/31/climate/is-carbon-capture-here.html>. [Copy available here.](#)

Keith, David (2021). Can Geoengineering Fix Climate Change? *The New York Times* (October 1).

<https://www.nytimes.com/2021/10/01/opinion/climate-change-geoengineering.html>. [Copy available here.](#)

Lecture/Discussion Topics

Calculating the social cost of carbon. Technological options and policy choices. Policy analysis and ethics of [drawdown strategies](#). NY Times [Carbon Budget simulation](#).

Week 11.1 Climate Policy Options at the State and Local Levels

Cave, Damien (2019). Can Mayors Save the World From Climate Change? *New York Times*

<https://www.nytimes.com/2019/10/12/world/australia/global-warming-climate-adaptation-coastal-queensland.html>. [Copy available here.](#)

Baldwin, Katherine M. (2009). NEPA and CEQA: Effective Legal Frameworks for Compelling Consideration of Adaptation to Climate Change. *Southern California Law Review* (82:769-808).

https://southerncalifornialawreview.com/wp-content/uploads/2018/01/82_769.pdf

Haya, Barbara et al. (2016). Carbon Offsets in California: Science in the Policy Development Process. In Jeanette Drake, et al., ed.s, *Communicating Climate-Change and Natural Hazard Risk and Cultivating Resilience*. Springer. [Copy available here.](#)

Lecture/Discussion Topics

What can we do? What works, what doesn't?

Week 11.2 Politics: Activists and Skeptics

Dolsak, Nives and Aseem Prakash (2019). Climate Strikes: What They Accomplish And How They Could Have More Impact. *Forbes* (September 14).

<https://www.forbes.com/sites/prakashdolsak/2019/09/14/climate-strikes-what-t hey-accomplish-and-how-they-could-have-more-impact/>

Unigwe, Chika (2019). It's not just Greta Thunberg: why are we ignoring the developing world's inspiring activists? *The Guardian* (October 5).

<https://www.theguardian.com/commentisfree/2019/oct/05/greta-thunberg-devel oping-world-activists>

Fiore, Mark, Jon Brooks and Lesley McClurg (2018). The Irrational Fight Over Climate Change Explained in One Cartoon. KQED Science.

<https://www.kqed.org/science/1924974/its-not-about-the-facts-the-irrational-figh t-over-climate-change-explained-in-one-cartoon>

Harmon, Amy (2017). Climate Science Meets a Stubborn Obstacle: Students. *The New York Times* (June 4).

<https://www.nytimes.com/2017/06/04/us/education-climate-change-science-clas s-students.html>. [Copy available here.](#)

Lecture/Discussion Topics

Hunter Lovins on solving climate by 2030. Activist strategies. Fact-checking [Dennis Prager's "The Greenest Energy"](#) ([transcript here](#)).

Week 12.1 International Climate Strategies

Plumer, Brad and Blacki Migliozi (2019). How to Cut U.S. Emissions Faster? Do What These Countries Are Doing. *New York Times* (February 13).

<https://www.nytimes.com/interactive/2019/02/13/climate/cut-us-emissions-with -policies-from-other-countries.html>. [Static copy available here.](#) **(No abstract required.)**

In class

Work with your Country Strategy group to prepare a one-page briefing on one country's climate strategy and its rationale (considering its domestic and international political interests). Start by looking up your country's Nationally Determined Contribution (NDC) pledges in the [UN Interim Registry](#). What are they pledging to do and how do they plan to achieve it? How does that compare with their historical responsibility for carbon emissions and their vulnerability to climate change?

1. Brazil
2. Cabo Verde
3. Canada
4. India

5. Norway

Include the following details in the one-page briefing for your group's country:

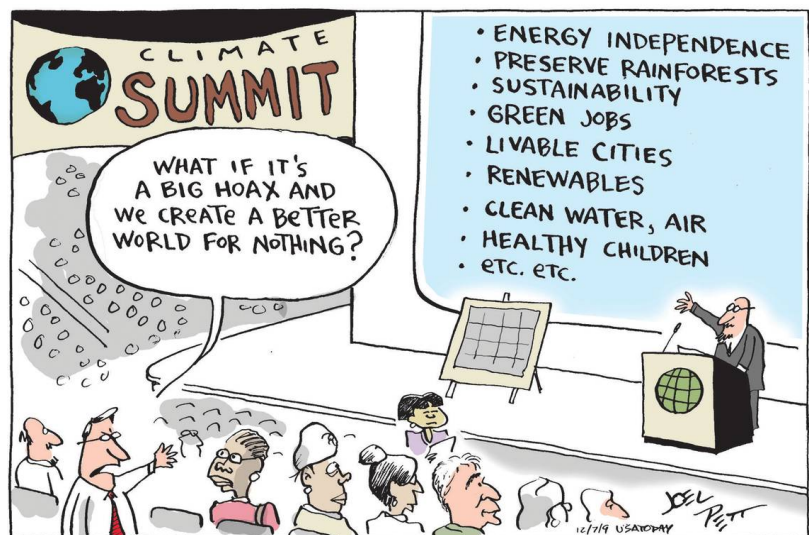
- International level
 - Nationally Determined Contributions under Paris Accord
 - General stance toward climate negotiations
 - Alliances and international influence
- Domestic level
 - Political system and sources of internal opposition (if any)
 - Potential vulnerabilities to climate change
 - Major industries that would be affected by reducing carbon emissions

Week 12.2 International Climate Strategy Roundtable

No readings

In class

Each country group will send one member to each of the other groups to explain the climate strategy and rationale of the country the group previously researched. Each roundtable group will prepare a matrix comparing the countries represented.



Part V: A Green New Deal?

Week 13.1 Environmental Policy Video Day

No readings, no abstracts due.

Week 13.2 "Green New Deal" Proposals

House of Representatives Resolution 332 (proposed) (2021-22). Recognizing the duty of the Federal government to create a Green New Deal. 117th Congress. Introduced by Ms. Ocasio-Cortez (April 20).

<https://www.congress.gov/bill/117th-congress/house-resolution/332/text>.

Hulak, Benjamin (2021). Though Never Adopted, the 'Green New Deal' Left Its Mark. *Roll Call* (April 22) <https://www.rollcall.com/2021/04/22/22greennewdeal> (including [video](#), 3:09).

Romero, Ezra David (2021). California's Green New Deal Is Dead. Authors Say Equity And Climate Change Must Be The Focus In Bills That Advance. *Cap Radio* (June 4).
<https://www.capradio.org/152280>.

Lecture/Discussion Topics

What was the old New Deal and how would a new, green one work? Matching problems with solutions. Political challenges.

Week 14.1 Green New Deal Critiques and Extensions

Grunwald, Michael (2019). The Trouble With the 'Green New Deal.' *Politico* (January 15).
<https://www.politico.com/magazine/story/2019/01/15/the-trouble-with-the-green-new-deal-223977>

Flynn, Andrea and Susan R. Holmberg, (2019). The Green New Deal's Supporters Should Take a Crucial Lesson From FDR's Original New Deal. *Time* (February 26).
<https://time.com/5538022/green-new-deal-warning/>

Belano, Robert and Nathaniel Flakin (2019). A Green New Deal Can't Save Us. A Planned Economy Can. *Left Voice* (March 15).
<https://www.leftvoice.org/a-green-new-deal-cant-save-us-a-planned-economy-can>

Lecture/Discussion Topics

Politics is the art of the possible. Is "possible" enough?

Week 14.2 Politics and Persuasion

Blow, Charles M. (2020). My Journey to Radical Environmentalism. *New York Times* (January 8).
<https://www.nytimes.com/2020/01/08/opinion/radical-environmentalism.html>.
[Copy available here.](#)

Cottom, Tressie McMillan (2021). The Disaster We Must Think About Every Day. *The New York Times* (September 17).
<https://www.nytimes.com/2021/09/17/opinion/climate-change-environment.html>. [Copy available here.](#)

Thunberg, Greta, Adriana Calderón, Farzana Faruk Jhumu and Eric Njuguna (2021). This Is the World Being Left to Us by Adults. *The New York Times* (August 19).
<https://www.nytimes.com/2021/08/19/opinion/climate-un-report-greta-thunberg.html>. [Copy available here.](#)

Lecture/Discussion Topics

Policy leverage through changes in norms, systems, and markets. [How to write an op-ed essay](#) for persuasive communication ([copy available here](#)).

Week 15. Future Directions

Subramanian, Meera (2019). United in Change. *Orion Magazine* (December 9).
<https://orionmagazine.org/article/united-in-change>.

Lecture/Discussion Topics

Review and assessment of topics covered this semester.