

## **PADP 8660: Climate and Environmental Policy**

**Fall 2026**

*University of Georgia  
School of Public and International Affairs  
Department of Public Administration and Policy*

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Office: Baldwin Hall 276  
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Class Schedule: Thursdays 7:00pm to 9:50pm  
Class Location: Baldwin 301

Office Hours: available by appointment

### **Course Description**

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 must address. 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 to prepare students interested in working in this (or a related) field.

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 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. 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.

### **Student Learning Objectives**

- Gaining a well-rounded understanding of the policies on climate change and the environment in their historical context
- 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
- 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.

### **Required Text**

All readings, including media that has a paywall, will be provided through eLC. Readings are organized by week. Additional readings are useful supplemental material for the content we will cover but are optional.

### **eLearning Commons and Online Resources**

In addition to the required textbooks, additional reading is posted in a folder in the eLearning Commons (eLC). Students can access online information about our class at <http://elc.uga.edu>. Graduate students should become familiar with searching for journal articles and books using the library's holdings and electronic databases. Many journals are free to you through your status as a student at the University of Georgia, and you should make use of these resources.

## Assignments and Grade Distribution

Assignments will be evaluated using a point system, with 100 points possible for the class. Note, the grade “A” indicates “outstanding” achievement. The following scale will be used to assign letter grades in this class:

|                     |                     |                    |
|---------------------|---------------------|--------------------|
| 100 – 94 points A   | 86.9 – 83 points B  | 75.9 – 70 points C |
| 93.9 – 90 points A- | 82.9 – 80 points B- | 69.9 – 60 points D |
| 89.9 – 87 points B+ | 79.9 – 76 points C+ | 59.9 – 0 points F  |

| Assignment                          | Due Date     | Points |
|-------------------------------------|--------------|--------|
| <i>In Class:</i>                    |              |        |
| Participation (MPA and PhD)         | Weeks 2-15   | 20     |
| Discussion Leadership (MPA and PhD) | Weeks 2-15   | 20     |
| <i>Written:</i>                     |              |        |
| Scenario Proposal (MPA)             | September 25 | 10     |
| Interests Brief (MPA)               | October 23   | 25     |
| Policy Memo (MPA)                   | December 9   | 25     |
| Research Paper (PhD)                | December 9   | 60     |

## Assignments

### *In Class*

Participation is 20% 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. Thus, while there will be some lecture, much of this class will depend on your preparedness for the class.

Full credit for participation 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.

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. 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 have learned in other courses into our discussion. Please remember that in this class, we all are teachers and innovators.

The first component is a policy presentation. After the first half of the semester, 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 will organize these presentations and what is required in the presentations during our first week of class. Presentations are due to me by Monday at 5:00pm (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 are 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 Monday at 5:00pm (please email me your materials directly).

Finally, PhD students are expected to present (10 minutes) 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.

*Written*

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, scenario 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.

### *Assignment Submission and Grades*

Assignments—unless completed as part of an in-class exercise—will be submitted on eLC by the set deadline.

All grades will be posted in a timely manner in eLC. Students are encouraged to frequently check their progress during the semester. Students have two weeks

after a grade is posted to meet with me regarding grading issues. **After two weeks, the grade WILL NOT be changed.**

Should you wish to discuss your grade, you must meet with me during office hours or by Zoom. I am not able to discuss grades by email.

### **Class Expectations and Guidelines**

*Class Preparation and Discussion:* Complete the reading assigned before each class meeting and be prepared for discussion. Make sure everyone has an opportunity for input. We are interested in each person's contribution, so please understand if I ask for brevity or a conclusion to a chain of discussion. Your dedication each week will be necessary for gaining the knowledge and tools necessary for the writing assignments and presentation. Finally, you are expected to practice professional decorum and respect in the classroom.

*Lecture Protocols:* Recording or distribution of class sessions (video or audio) is prohibited. If a student wishes to record, they must first gain approval from the instructor and other students that may be included in the recording. Students that require recording for purposes of special accommodation must have relevant written accommodations from the UGA Disability Resource Center. Please see the DRC [guidelines](#) for more information.

Freedom of expression is welcome, but decorum must be professional and respectful. In accordance with UGA [here](#), expressive activities must not disrupt the class.

*Preferred Name 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.

*Academic Honesty:* As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

*Plagiarism:* Our capacity to learn and synthesize knowledge within the public administration profession depends upon our ability to build on the foundation of existing knowledge and research. Recognizing and documenting the work of others is critical for all students, but especially for graduate students. When writing, students must take great care in how they reference ideas and information sources. **Never use someone else's words or ideas in your writing without proper attribution.** Serious penalties exist for academic misconduct and plagiarism. Students should read and be familiar with the following resources:

- o UGA Academic Honesty Policy: Plagiarism  
[https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited\\_Conduct/](https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/)
- o UGA Libraries Research Guide: Writing and Citing  
<http://www.libs.uga.edu/researchguide/writing/index.html>

*Mental Health and Wellness Resources:* If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.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.

*Electronic Devices:* Silence all phones and other electronic noise-making devices while you are in the classroom. Save text messages and emails for the break or after class. Laptop computers or tablets may be used for taking notes, but students must refrain from participating in any online activities during class. Before using electronic devices with online access in class, students should be aware of the learning distractions associated with these technologies in the classroom (e.g., <http://tinyurl.com/q7pdtgc>).

*Attendance and Accommodations:* Attendance is not required, but it is necessary to receive credit for in-class discussion. To receive full credit for in-class discussion, you will need to attend 12 of the 14 classes). You are responsible for staying up to date on class content. If you fall ill, please communicate with the instructor so that we can make appropriate

accommodations. If health concerns develop and you require an accommodation, please reach out to the instructor and/or the Disability Resource Center (DRC) on campus, as appropriate. The DRC can be reached at [drc@uga.edu](mailto:drc@uga.edu) or 706.542.8719.

*Late Assignments:* Deadlines have been structured so that the instructor can provide regular and periodic feedback on your understanding and application of the course material. For late submissions, 1 point will be deducted from the final grade of the assignment for each day it is late. **No late material will be accepted after December 9, 2026.**

*Communication with the Instructor:* Throughout the semester, you can reach me by email and can expect me to return correspondence in a timely manner (at most 48 hours, not including weekends). I am also available to talk during office hours. If the available time slot does not align with your schedule, contact me by email so that we can identify a good meeting time.

*Disabilities and Accommodations:* If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>

*Syllabus and Schedule Changes:* The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. The instructor will communicate changes in writing through your UGA email account.

*Other Logistics:*

- Please go [here](#) to learn more information on the confidentiality of student records.
- Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies. For information on incompletes, please go to [here](#); for withdrawals go [here](#).

### **Coronavirus Information for Students**

Starting in 2022, UGA began to manage COVID-19 the same way as other infectious diseases. UGA continues to follow Georgia Department of Public Health (GDPH) guidance on COVID-19. Self-isolation is the expectation for faculty, staff, and students who test positive for COVID-19, i.e.,

- If you test positive, please stay home and rest!
- If you need a medical excuse for class or for work, the University Health Center can provide this.
- Per CDC guidance, you may return to normal activities after you test positive when o Your symptoms are getting better overall **AND**

o You have not had a fever (without fever-reducing medication)

For more information, please visit the [UHC website](#).

If you have been in close contact with someone who is COVID-positive, but you are not sick, GDPH and CDC urge you “...to monitor your health for symptoms of COVID-19 during the 10 days following the last time you were in close contact with a sick person with COVID-19.”

Mask-wearing is not mandatory on campus (and we cannot require students to wear masks nor ask about vaccination status).

### **Mental Health and Wellness Resources**

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).

If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.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.

### **Schedule**

Our class meets once per week on Thursdays from 7:00pm to 9:50pm. Students are expected to complete the assigned readings *before* the class. We will then cover the lecture and students will engage in discussion and exercises relating to weekly content. Any questions about the schedule can be directed to [evbell@uga.edu](mailto:evbell@uga.edu).

## Course Outline

### **Week 1 (August 20): Syllabus and Course Overview, Conceptualizing Environmental and Climate Policy**

#### *Readings:*

- Kraft, M.E. (2021). *Environmental Policy and Politics*. Routledge. Read Chapter 1: pp. 2-8 and pp. 16-24 and Chapter 8: pp. 285-300
- Andrews, R.N.L. (2006). *Managing the Environment, Managing Ourselves*. Yale University. Read Chapter 1: pp. 1-11

#### *Additional readings (optional for reference):*

- US EPA. (2026). Laws and Executive Orders.  
<https://www.epa.gov/lawsregulations/laws-and-executive-orders>

### **Week 2 (August 27): Governing the Commons**

#### *Readings:*

- Ostrom, E. (2015). Reflections on the Commons. In *Governing the Commons*. Cambridge University Press. Read pp. 1-23
- Sinden, A. (2007). The tragedy of the commons and the myth of private property solution. *University of Colorado Law Review*. 78, 533.
- Mildenburg, M. (2019). The Tragedy of the Tragedy of the Commons. *The Scientific American*. Read pp. 1-3

#### *Additional readings (optional):*

- Battaglia, M. B., Pittman, J., Epstein, G. B., Bernardi, G., & Armitage, D. (2025). Marine protected areas governance, social norms, and social networks. *Marine Policy*, 173, 106576.

### **Week 3 (September 3): Private Resources and Property**

#### *Readings:*

- Deryugina, T., Moore, F., & Tol, R.S.J. (2021). Environmental applications of the Coase Theorem. *Environmental Science and Policy*, 120, 81-88.

- Hardy, S. D., & Koontz, T. M. (2008). Reducing nonpoint source pollution through collaboration: policies and programs across the US States. *Environmental Management*, 41, 301-310.
- Smith, T. (1995). The Case against Free Market Environmentalism. *Journal of Agricultural and Environmental Ethics*, 8, 126-144. Read pp. 127-141
- Farley, J. & Costanza, R. (2010). Payments for ecosystem services: from local to global. *Ecological Economics*, 69(11), 2060-2068.

*Additional Reading (optional):*

- Southern Environmental Law Center. (2024). Chattahoochee Riverkeeper, SELC, file suit against city of Atlanta for violating Clean Water Act. <https://www.southernenvironment.org/press-release/chattahoochee-riverkeeper-selcfile-suit-against-city-of-atlanta-for-violating-clean-water-act/>
- 24-3989 - Chattahoochee Riverkeeper, Inc. v. City of Atlanta, Georgia. (2025). [https://www.govinfo.gov/app/details/USCOURTS-gand-1\\_24-cv-03989/context](https://www.govinfo.gov/app/details/USCOURTS-gand-1_24-cv-03989/context)

## **Week 4 (September 10): Conservation**

*Readings:*

- Pinchot, G. (1937). How conservation began in the United States. *Agricultural History*, 11(4), 255-265.
- Colchester, M. (2004). Conservation policy and indigenous peoples. *Environmental Science and Policy*, 7(3), 145-153.
- Lemos, M. C., & Agrawal, A. (2006). Environmental governance. *Annual review of environment and resources*, 31(2006), 297-325.
- Scott, T.A., Ulibarri, N., & Perez Figueroa, O. (2020). NEPA and national trends in federal infrastructure siting in the United States. *Review of Policy Research*, 37(5), 605633.

*Additional reading (optional):*

### **Defining Conservation and Sustainability**

- USDA. (2022). "What does conservation mean?" <https://www.nrcs.usda.gov/sites/default/files/2022->

09/English%20Whats%20CONSERVATION%20Mean\_4.pdf

- US EPA. (2024). “Learn About Sustainability”.  
<https://www.epa.gov/sustainability/learn-about-sustainability>
- Library of Congress (n.d.). Environmental Law: A Beginner’s Guide.  
<https://guides.loc.gov/environmental-law/federal-laws>

### Examples of US Conservation Policies

- Library of Congress. (n.d.). “Environmental Law: A Beginner’s Guide.”  
<https://guides.loc.gov/environmental-law/federal-laws>

### **Week 5 (September 17): Environmental Policy and Administration— a Multiscale Perspective**

#### *Readings:*

- Brown, D. M. (2012). Comparative climate change policy and federalism: an overview. *Review of Policy Research*, 29(3), 322-333.
- Fiorino, D. & Weted, C.A. (2020). Environmental Federalism in a Polarized Era. *State and Local Government Review*, 52(1), 138-151.
- Konisky, D.M., Milyo, J. & Richardson, L.E. (2008). Environmental Policy Attitudes, Issues, Geographical Scale, and Political Trust. *Social Science Quarterly*, 89(5), 1066-1085.

#### *Additional reading (optional):*

- Gerlak, A. K. (2006). Federalism and US water policy: Lessons for the twenty-first century. *Publius: The Journal of Federalism*, 36(2), 231-257.
- Loomis, J.L., Ribas de Oliveira, C.M., & Dziedzic, M. (2021). Environmental federalism in EIA policy: A comparative case study of Paraná, Brazil, and California, US.  
*Environmental Science and Policy*, 122, 75-82.
- EPA. (2024). The Origins of EPA. <https://www.epa.gov/history/origins-epa>

## **Week 6 (September 24): Climate Change**

### *Readings:*

- Emanuel, K. (2024). Climate Science, Risk, and Solutions.  
<https://climateprimer.mit.edu/>
- Hoffman, J.S., S.G. McNulty, C. Brown, K.D. Dello, P.N. Knox, A. Lascurain, C. Mickalonis, G.T. Mitchum, L. Rivers III, M. Schaefer, G.P. Smith, J.S. Camp, and K.M. Wood, 2023: Ch. 22. Southeast. In: Fifth National Climate Assessment. Crimmins, A.R., C.W. Avery, D.R. Easterling, K.E. Kunkel, B.C. Stewart, and T.K. Maycock, Eds. U.S. Global Change Research Program, Washington, DC, USA.  
<https://doi.org/10.7930/NCA5.2023.CH22>
- Sharifi, A. (2020). Trade-offs and conflicts between urban climate change mitigation and adaptation measures: A literature review. *Journal of Cleaner Production*, 276, 122813.
- United Nations. (2024). COP29 UN Climate Conference Agrees to Triple Finance to Developing Countries, Protecting Lives and Livelihoods.  
<https://unfccc.int/news/cop29-un-climate-conference-agrees-to-triple-finance-to-developing-countries-protecting-lives-and>

### *Additional reading (optional):*

- United Nations. (n.d.). What is the United Nations Framework Convention on Climate Change? <https://unfccc.int/process-and-meetings/what-is-the-united-nationsframework-convention-on-climate-change>
- US EPA (2024). Climate Change Impacts.  
<https://www.epa.gov/climateimpacts>
- Fifth National Climate Assessment. (2024).  
<https://nca2023.globalchange.gov/chapter/front-matter/#section-2>

**Scenario proposal due on eLC September 25 by 11:59pm EST**

## **Week 7 (October 1): Energy**

### *Readings:*

- Brown, Marilyn. 2001. "Market failures and barriers as a basis for clean energy policies". *Energy Policy* 29: 1197-1207.
- Hannibal, B., & Portney, K. (2020). The impact of water scarcity on support for hydraulic fracturing regulation: A water-energy nexus study. *Energy Policy*, 146, 111718.
- Krause, Eleanor. (2023). "The Persistent Consequences of the Energy Transition in Appalachia's Coal Country." Policy Brief, Belfer Center for Science and International Affairs, Harvard Kennedy School.
- Santiago, R., de Onís, C. M., & Lloréns, H. (2020). Powering Life in Puerto Rico: The struggle to transform Puerto Rico's flawed energy grid with locally controlled alternatives is a matter of life and death. *NACLA Report on the Americas*, 52(2), 178185.

### *Additional readings (optional):*

- US DOE. (2024). U.S. Energy Facts Explained. <https://www.eia.gov/energyexplained/us-energy-facts/>
- Nohrstedt, D. (2008). The politics of crisis policymaking: Chernobyl and Swedish nuclear energy policy. *Policy Studies Journal*, 36(2), 257-278.

## **Week 8 (October 8): Agriculture and Forests**

### *Readings:*

- Streck, C. (2021). REDD+ and leakage: debunking myths and promoting integrated solutions. *Climate Policy*, 21(6), 843-852.
- Spangler, K., Burchfield, E. K., & Schumacher, B. (2020). Past and current dynamics of US agricultural land use and policy. *Frontiers in Sustainable Food Systems*, 4(98), 1-21.
- Portney, K. E., Hannibal, B., Goldsmith, C., McGee, P., Liu, X., & Vedlitz, A. (2018). Awareness of the food–energy–water nexus and public policy support in the United States: public attitudes among the American people. *Environment and Behavior*, 50(4), 375-400.

- Shepherd, Nathan. (2021). Silvopasture: A Practical Natural Climate Solution. <https://bipartisanpolicy.org/blog/silvopasture-a-practical-natural-climate-solution/>

*Additional readings (optional):*

- United Nations (2024). What is REDD+?
- Carauta, M., Troost, C., Guzman-Bustamante, I., Hampf, A., Libera, A., Meurer, K., ... & Berger, T. (2021). Climate-related land use policies in Brazil: How much has been achieved with economic incentives in agriculture? *Land Use Policy*, 109, 105618.

## **Week 9 (October 15): Water – Resources, Supply, and Wastewater**

*Readings:*

- Lubell, M., Schneider, M., Scholz, J. T., & Mete, M. (2002). Watershed partnerships and the emergence of collective action institutions. *American journal of political science*, 148-163.
- Bell, E. V., Hansen, K., & Mullin, M. (2024). Assessing Drinking Water Systems to Improve Performance and Capacity. *Journal of the American Water Works Association*, 116(5), 50-57.
- Novaes, C., & Marques, R. (2022). Public policy: urban stormwater in a paradigm shift, is it the end or just the beginning? *Water Science and Technology*, 85(9), 2652-2662.

*Additional readings (optional):*

- Bell, E. V. (2024). Climate risk perceptions, change in water demand, and preferences for future interlocal collaboration. *Climatic Change*, 177(7), 116.

## **Week 10 (October 22): Oceans and Coasts**

*Readings:*

- Please review <https://gacoast.uga.edu/about/about-us/overview/>
- Hines, R. E., Grandage, A. J., & Willoughby, K. G. (2022). Staying afloat: Planning and managing climate change and sea level rise risk in Florida's coastal counties. *Urban Affairs Review*, 58(2), 493-525.
- Mullin, M., Smith, M. D., & McNamara, D. E. (2019). Paying to save the beach: effects of local finance decisions on coastal management. *Climatic Change*, 152, 275-289.

- McGhee, D. J., Binder, S. B., & Albright, E. A. (2020). First, do no harm: evaluating the vulnerability reduction of post-disaster home buyout programs. *Natural Hazards Review*, 21(1), 05019002.
- Datta, A. W., Wyborn, C., Chaffin, B. C., & Barnes, M. L. (2024). Imagining reef futures after mass coral bleaching events. *Environmental Science & Policy*, 151, 103625.

*Additional reading (optional):*

- Review: FEMA. “The national risk index.” <https://www.fema.gov/flood-maps/products-tools/national-risk-index> (click on button to access index portal)
- Haas, B., Mackay, M., Novaglio, C., Fullbrook, L., Murunga, M., Sbrocchi, C., ... & Haward, M. (2021). The future of ocean governance. *Reviews in Fish Biology and Fisheries*, 1-18.

Interests Brief due on eLC October 25 by 11:59pm EST

## **Week 11 (October 29): Land-Use Change and the Built Environment**

*Readings:*

- Fifth National Climate Assessment: 12. Built Environment, Urban Systems, and Cities.  
<https://nca2023.globalchange.gov/chapter/12/>
- World Bank. (2023). Urban Development.  
<https://www.worldbank.org/en/topic/urbandevelopment/overview#:~:text=Today%2C%20some%2056%25%20of%20the,to%20the%20world%20by%202030>
- Deilami, K., & Kamruzzaman, M. (2017). Modelling the urban heat island effect of smart growth policy scenarios in Brisbane. *Land Use Policy*, 64, 38-55.

*Additional reading (optional):*

- United Nations Climate Change. (n.d.). *Introduction to Land Use*.  
<https://unfccc.int/topics/introduction-to-land-use#:~:text=Land%20plays%20an%20important%20role,in%20the%20NDC%20Synthesis%20Report>.

## **Week 12 (November 5): Transportation**

*Readings:*

- Fifth National Climate Assessment: 13. Transportation.  
<https://nca2023.globalchange.gov/chapter/13/>
- Karner, A., London, J., Rowangould, D., & Manaugh, K. (2020). From transportation equity to transportation justice: within, through, and beyond the state. *Journal of planning literature*, 35(4), 440-459.
- Slowik, P., Searle, S., Basma, H., Miller, J., Zhou, Y., Rodríguez, F., ... & Baldwin, S. (2023). Analyzing the impact of the Inflation Reduction Act on electric vehicle uptake in the United States. *International Council on Clean Transportation*.

*Additional reading (optional):*

- Gebhardt, M., Beck, J., Kopyto, M., & Spieske, A. (2022). Determining requirements and challenges for a sustainable and circular electric vehicle battery supply chain: A mixed-methods approach. *Sustainable Production and Consumption*, 33, 203-217.
- Joint Office of Energy and Transportation. (2022). National Electric Vehicle Infrastructure Formula Program.

**Week 13 (November 12): Environmental Justice and Equity**

*Readings:*

- Fifth National Climate Assessment: 15. Social Systems and Justice.  
<https://nca2023.globalchange.gov/chapter/20/>
- 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.
- Hughes, Sara. 2020. "Principles, drivers, and policy tools for just climate change adaptation in legacy cities." *Environmental Science and Policy* 111: 35-41.
- 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>
- Cohen et al. 2022. "Securing Climate Justice Federally: A Political Economy Approach to Targeted Investments". *Environmental Justice*.

*Additional readings (optional):*

- Dobbin, et al. 2022. “Drivers of (in)equity in collaborative environmental governance”. *Policy Studies Journal*.

**Week 14 (November 19): Disasters**

*Readings:*

- Gershon, N., Liel, A. B., Javernick-Will, A., Albright, E., & Dickinson, K. L. (2025). Homeowner Priorities for Sustainability and Fire Resilience When Rebuilding Homes after Wildfire. *Natural Hazards Review*, 26(3), 04025022.
- Healy, A., & Malhotra, N. (2009). Myopic voters and natural disaster policy. *American Political Science Review*, 103(3), 387-406.
- Hurricane Harvey Recovery Efforts Made Possible Through NRCS EWP Program. (2025). <https://www.nrcs.usda.gov/state-offices/texas/news/hurricane-harveyrecovery-efforts-made-possible-through-nrcs-ewp-program>

*Additional readings (optional):*

- Emergency Watershed Protection (EWP) Program. (n.d.). <https://www.nrcs.usda.gov/programs-initiatives/ewp-emergency-watershed-protection>