

# Energy and Society – ENVR 300X

College of St. Benedict and St. John's University  
Department of Environmental Studies

Spring 2018  
TR, 11:10 am-12:30 pm, PE 244

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Office Hours: I am on campus M-F and am generally available in the afternoon. Please drop by or, to ensure that I am free, email or speak with me after class to schedule an appointment. I would love to see you all in office hours!

## Overview

How does energy work and how does it relate to our communities and collective future? This course explores the relationship between energy and society. Through diverse materials and field trips, we will learn about the energy infrastructures that power our society, the social, political, and cultural factors that shape energy production and consumption, and the relationship between energy, environment, and climate. Throughout, we will examine how all of these factors inform inequalities in who has access to energy and who is impacted by energy extraction, processing, transportation, and consumption. Together, we will cultivate a justice-based lens for examining these topics, asking critical questions about how power and inequality are entangled with questions of energy. We will employ this lens to analyze marginalization *and* agency—how people creatively resist and transform energy infrastructures. Students will leave the course prepared to assess the social and environmental impacts and benefits of different types of energy, and to contribute to discussions about building sustainable and just energy futures.

## Learning Goals

This course will enable students to:

1. Explain the interconnections of energy, society, and environment.
2. Make critical social science arguments about the connections between energy and society, supported by evidence appropriate to an advanced level.
3. Evaluate the social, economic, environmental, political, and cultural implications of energy-related practices, policies, and infrastructures, in specific contexts.



*Image: Adam Simpson, New Scientist*

4. Recommend, in accessible terms, the most sustainable methods for producing and consuming energy at the social and individual level.

**Required Texts** (available at the bookstore and as ebooks/PDFs through the library)

Bell, Shannon Elizabeth. *Fighting King Coal: The Challenges to Micromobilization in Central Appalachia*. Cambridge & London: The MIT Press, 2016. <https://muse.jhu.edu/book/45015>

Black, Toban, Stephen D'Arcy, and Tony Weis, eds. *A Line in the Tar Sands: Struggles for Environmental Justice*. Oakland: PM Press, 2014.  
<https://ebookcentral.proquest.com/lib/csbsju/reader.action?docID=1767999&ppg=1>

Braun, Timothy F. and Lisa M. Glidden. *Understanding Energy and Energy Policy*. London: Zed Books, 2014. <https://ebookcentral.proquest.com/lib/csbsju/detail.action?docID=1833661>

## EXPECTATIONS

**Attend Class:** Attendance is mandatory and will be taken every day. You are expected to be in class on time and stay for the duration. Please provide appropriate documentation for excused absences in advance.

**Be Prepared:** Please come to class ready to participate (converse, inspire, teach, learn, question, take notes)—having read and carefully thought about the assigned readings. Please always have your readings with you.

**Create a Safe Environment:** Our course should reflect a critical engagement with the course material and with each other that privileges openness, respect, thoughtfulness, and constructive feedback. In our community of learners (that includes me!), please act and speak in a respectful manner towards everyone.

**Be Engaged:** If you bring a laptop or tablet, please ensure that it is used *only used for taking notes or referring to readings*.

**Step Up, Step Back:** If you tend to talk a lot, step back to let others speak. If you tend to not talk a lot, step up and share your ideas. We will use discussion hand signals to facilitate this.

**A Note on Writing:** Learning how to write well is one of the best things you can do in college! It will help you tremendously in the future. Therefore, I expect all writing to be well organized, well crafted, and free of typos. Consider purchasing *The Elements of Style* by William Strunk Jr. and E.B. White, a tiny book with lots of tips on how to write well. I have a copy if you would like to take a look.

## ASSIGNMENTS AND GRADING

The format for this course is a mixture of brief lectures, student presentations, small group discussions, and full class discussions. The quality of the class depends on you! You must come to class prepared to participate (see expectations above). This means not just doing the reading, but taking notes, thinking about what you have read, and preparing for class by linking the new information you have gathered to the themes of the course. If the quantity of reading challenges you, come see me so we can devise strategies for you to excel. In class, you will need to be willing to express your views, listen carefully to others, and engage their ideas and arguments in a respectful manner. Consistent practice at this will enhance your discussion skills in ways that will benefit you long after you leave college.

### Participation

Meet and exceed the expectations above.

Give three short presentations (two minutes each) on a current event or course reading. I will distribute sign-up sheets for this ahead of time. Presentations should be polished, well-rehearsed, and exactly two minutes. See the Canvas resources page for tips on presenting.

#### *Reading Presentations*

These presentations should focus on the most important take away points from the reading, how it relates to course themes, and what stood out to you. Explain how the reading helps illuminate our understanding of energy, society, and environment. **Do not summarize – there is far too much reading for this and your classmates will have done the reading.** Turn in one discussion question or theme related to your presentation as a hard copy in class. Include your name, date, and the topic on the piece of paper. This assignment refreshes us all on the topics for discussion and helps you synthesize ideas and practice public speaking.

You may consider some of the following questions to motivate your presentation: What did you find inspiring? What did you disagree with and why? What did you not understand? Why should we care about this topic? What does it mean for our future? Can it help ground us in hope? How can we communicate hopeful parts of this topic to others?

#### *Current Event Presentations*

These presentations should report to the class on a recent (preferably within a couple of days) event related to the topic for the day. Draw from reputable sources (i.e. newspapers, especially NYT or The Guardian, or websites such as Grist). You may need to read a couple of articles about the event to get enough information for a great presentation. As with the reading presentation, explain how the event helps illuminate our understanding of energy, society, and environment. Ask at least one question or offer a point of discussion for your audience. Audience, be ready to ask questions of the presenter. This assignment hones synthesis and presentation skills and helps us all stay up to date with the latest energy news!

Tips: If you wish to report on a piece of energy policy, consider the relationships of power that are shaping it. Who is protesting it? Who is on the front lines? Who is supporting it, and why? Who has the final say? Look out for “You Might Also Like” or “Related Stories” on news pages to find more content (see the “Resources” at the end of the syllabus for ideas on good sources to follow).

## **Briefs**

Briefs are two-page, double spaced formal reflection essays that develop an analytical engagement with the all of the day’s readings. Briefs should include:

- a **short** summary of the author(s)’s argument(s) or key themes
- the argument(s)’ implications for sustainable energy/society relationships;
- several ideas that you found new, relevant and/or inspirational in the readings;
- one or more critical comments on an idea with which you disagreed or felt was unsubstantiated, inconsistent, requires additional examination, or is unclear;
- one question that you would like to clarify or would like to discuss in class.

Consider how the reading relates either to your life, or to your understanding of the world. These essays should help you organize and clarify your thoughts on the readings to prepare you for meaningful discussion; practice critical engagement with texts; practice identifying and synthesizing key themes in literature; and develop your writing skills. Cite sources in Chicago NB style. Briefs 2 and 4 may be turned in within a date range – i.e. you choose the due date. Plan ahead and write briefs on days you are particularly interested in the topic. A brief focuses on the readings and topic assigned the day you hand it in. Grades are based on covering items 1-5, insight (an excellent paper makes the professor pause for reflection), and writing quality.

## **Assignments**

Instructions forthcoming on Canvas.

## **Essays**

Instructions forthcoming on Canvas. Essays will be opportunities for you to engage in holistic assessments of specific energy forms and relationships in context, based on core sections of our course. Approximately 4 pages.

## **Final Project**

Instructions forthcoming on Canvas. In pairs, students will propose and carry out a research project culminating in a 6-minute presentation and a 10-12 page paper. Projects should make recommendations for sustainable futures based on holistic assessment of evidence. They must examine an issue of energy and society from equity, environmental, economic, cultural, and political angles.

## Summary

\*Please submit all assignments as hard copies in class **and** on Canvas.

	Points	Percentage
<b>Participation</b>	25	~10%
<b>Briefs and Assignments</b>		~25%
<i>Briefs – 2 pages</i>		
Brief 1 (Justice and Standing Rock): due 1/18	10	
Brief 2 (Energy Forms): due between 1/23 and 2/15	10	
Brief 3/Role Play Assignment (Bell): See Instructions on Canvas	10	
Brief 4 (Black et al.): due between 3/29 and 4/12	10	
<i>Assignments</i>		
Energy Use Assignment	10	
Reading Assignment 1	5	
Reading Assignment 2	5	
<b>Essays – Approximately 4 pages</b>		~32%
Energy Forms Essay	25	
Bell Essay	25	
Black et al. Essay	25	
<b>Final Project</b>		~ 32%
Presentation (6 minutes)	25	~10%
Paper (10-12 pages)	50	~20%
Total	235	100%

Grades will be calculated on a percentage basis, using the following cut off points:

A= 92.5% to 100%  
AB= 87.5% to 92.4%  
B= 82.5% to 87.4%

BC= 77.5% to 82.4%  
C= 72.5% to 77.4%  
CD= 67.5% to 72.4%

D= 59.5% to 67.4%  
F= <59.4%

## Formatting and Writing

All written work should be double spaced, size 12, Times New Roman font, one-inch margins, double-sided, and should appropriately cite (within the footnotes, and in a references section) sources using Chicago Notes and Bibliography (NB) style. References do not count in assignment page limits. Visit *The Chicago Manual of Style*

([http://www.chicagomanualofstyle.org.ezproxy.csbsju.edu/16/ch14/ch14\\_toc.html](http://www.chicagomanualofstyle.org.ezproxy.csbsju.edu/16/ch14/ch14_toc.html)) for instructions on Chicago Notes and Bibliography (NB) style. The Owl at Purdue is another great resource on this: <https://owl.english.purdue.edu/owl/resource/717/01/>.

Use EndNote to format your citations. Practice with this software now will help you tremendously in other upper division courses. See <http://guides.csbsju.edu/endnote> for information on downloading EndNote and to schedule a help session with Jonathan Carlson in the library.

Make use of the Writing Center (<http://www.csbsju.edu/writing-center>) and Student Academic Resources (<https://www.csbsju.edu/academics/academic-resources>) to improve your writing and study skills.

### **Late Policy**

I recognize that you all lead complex lives. Therefore, you may request an extension on an assignment at least one day in advance of the due date. In your request, please propose a date by which you will turn it in. I will consider these requests on a case by case basis. Without an in advance request *or* an emergency, I will NOT accept late work and you will receive a zero on the assignment. The goal of this policy is to help you learn how to plan ahead and organize your time, a skill that you must master in college.

### **Academic Integrity**

CSBSJU's academic integrity policy can be found here (<http://www.csbsju.edu/academics/2017-2018-catalog/academic-policies-and-regulations/rights/academic-misconduct>). It is your responsibility to be familiar with this policy. Academic dishonesty is a serious offense. Follow this easy guideline: If you're not sure, *cite it!*

### **Accessibility Support Services**

This course welcomes and accommodates all interested students. Students with disabilities who require accommodations to fully participate in course activities or meet course requirements should speak to the Student Accessibility Services, as well as me. For information contact Student Accessibility Services, CSB Henrita Academic Building 105, (320) 363-5245, [sas@csbsju.edu](mailto:sas@csbsju.edu), or visit <http://www.csbsju.edu/student-accessibility-services>.

### **Office Hours, Email, and Canvas**

Please come to my office hours with questions or concerns regarding the course, assignments, environmental studies, or our collective future. I'm here to help, so *contact me sooner rather than later* if you are struggling with any aspect of the course. I will respond to emails within 24 hours Monday through Friday. Students should not expect an email response during weekends or holidays. Please reserve email communication for scheduling appointments.

Please check your email and Canvas regularly to ensure smooth and timely communication. All course materials and assignments will be posted on Canvas.

In line with feminist pedagogy, please draw on your classmates as a resource (space provided below for two people's contact information). Please contact your classmates with questions about the course (if you miss a class, or have a question about ideas or assignments).

Classmate 1 \_\_\_\_\_ Classmate 2 \_\_\_\_\_

**Acknowledgements:** I thank the teachers who have informed my teaching, this course, and whose material and ideas I have borrowed in this syllabus: Derek Larson, John Foran, Ali Hendley, Chandra Russo, and Carly Thomsen.

## COURSE SCHEDULE

Note: I intend to follow the given schedule but reserve the right to make changes as the course progresses. Changes will be announced in class. It is your responsibility to get this information from a classmate or from me if you are absent.

Week 1	<b>Setting the Stage</b>
Tuesday 1/16	<p><b>Introductions</b></p> <p>Reading: Martin Luther King Jr. Excerpts</p> <p>In class film: <a href="#">Disobedience</a></p>
Thursday 1/18	<p><b>Justice</b></p> <p>Readings: Encyclical excerpt from Hawken <a href="#">Klein 2018</a> <a href="#">Enzinna 2017</a> <a href="#">Elbein 2017</a> <a href="#">Arasim and Orielle Lake 2016</a></p> <p>Optional Reading: <a href="#">Tsjeng 2016</a> <b>Due: Brief 1</b></p>
Week 2	
Tuesday 1/23	<p><b>What is Energy?</b></p> <p>Reading: Braun and Glidden Introduction &amp; Ch 1 (37 pgs) Sovacool, Brown, and Valentine 2016 “Should governments Intervene in Energy Markets?” (17 pgs)</p>
Thursday 1/25	<p><b>Humanities and Energy</b></p> <p>Guest Lecture by Kyhl Lyndgaard, Director of Writing Center and FYS, Scholar of Literature and the Environment. Look out for Kyhl’s Environmental Literature class next year!</p> <p>Readings: Henry Adams: <i>Education of Henry Adams</i>, all of Chapter 25, “The Dynamo and the Virgin.” (1900/1918) <a href="http://www.bartleby.com/159/25.html">http://www.bartleby.com/159/25.html</a> Ralph Ellison: <i>Invisible Man</i>, all of the prologue. (1952) Two poems: Christopher Morley, “Elegy Written in a Country Coal-Bin” (1921) and Susan McLean, “Reaping the Wind” (2010)</p>
Week 3	<b>Non-Renewable Energy</b>
Tuesday 1/30	<p><b>Fossil Fuels and Responsibility</b></p> <p>Readings: Braun and Glidden Ch 2 (21 pgs) Sovacool, Brown, and Valentine 2016 – “Is Energy the Chief Villain?” (13 pg) <b>Due: Energy Use Assignment</b></p>
Thursday 2/1	<p><b>Oil: Ecuador and Nigeria</b></p>

	<p>Readings:  Fiske 2017 in <a href="#">ExtrACTION</a> (12 pgs)  Brownhill and Turner 2009 (18 pgs)  <a href="#">The Naked Option</a> Film (65 minutes, to be viewed before class)</p>
Week 4	
Tuesday 2/6	<p><b>Nuclear</b>  Readings:  Braun and Glidden Ch 3 (32 pgs)  In class: Film excerpt <a href="#">Into Eternity</a></p> <p>Other resources:  <a href="#">The Animals of Chernobyl</a> (NYT 5 min)</p>
Thursday 2/8	<p><b>Nuclear</b>  Readings:  Sovacool, Brown, and Valentine 2016 - "Is Nuclear Worth the Risk?" (22 pgs)  Ishtar 2009 (17 pgs)</p>
Week 5	<b>Renewable Energy</b>
Tuesday 2/13	<p><b>Biomass &amp; Biofuels, Hydro, Wind</b>  Readings:  Braun and Glidden Ch 4, 5, 6 (38 pgs)</p>
Thursday 2/15	<p><b>Geothermal, Solar, Conclusion</b>  Readings:  Braun and Glidden Ch 7, 8, 9 (45 pgs)</p> <p>Optional Reading - In the News:  <a href="#">BP Aims to Invest More in Renewables, The Guardian</a>  <a href="#">Edinburgh University Divests from All Fossil Fuels, The Guardian</a></p> <p style="background-color: yellow;">Due by today: Brief 2 (may be turned in 1/23-2/15)</p>
Week 6	<b>Energy on the Ground</b>
Tuesday 2/20	<p><b>Renewable Futures</b>  Fieldtrip to SJU Solar Fields  Talk by Kyle Rauch, Asst. Director/Education Coordinator Outdoor U  Meet at McKeown Center (on Fruit Farm Rd).</p> <p>Readings:  <u>Required Reading:</u></p> <ol style="list-style-type: none"> <li>Meyer, Robinson. "In Trump's First Year, the U.S. Lost Almost 10,000 Solar Jobs." <i>The Atlantic</i>, 2018. <a href="https://www.theatlantic.com/science/archive/2018/02/the-us-lost-almost-10000-solar-jobs-in-2017/552485/">https://www.theatlantic.com/science/archive/2018/02/the-us-lost-almost-10000-solar-jobs-in-2017/552485/</a></li> </ol>



	<p>2. MN Commerce Department. 2016. Minnesota Renewable Energy Year in Review. 2016. <a href="http://mn.gov/commerce-stat/pdfs/2016-renewable-energy-update.pdf">http://mn.gov/commerce-stat/pdfs/2016-renewable-energy-update.pdf</a> *Skim this reading, paying attention to introduction and updates on wind and solar. No need to read the details of all of the many individual projects.</p> <p>3. Renewables at St. John's: <a href="https://www.csbsju.edu/sju-sustainability/what-were-doing/renewable-energy">https://www.csbsju.edu/sju-sustainability/what-were-doing/renewable-energy</a></p> <p>4. Leech Lake Community Solar Array First in MN to be 100% Dedicated to Low-Income Residents. 2017 (article and video). <a href="http://www.resilience.org/stories/2017-08-22/leech-lake-community-solar-garden-first-in-mn-to-be-100-dedicated-to-low-income-residents/">http://www.resilience.org/stories/2017-08-22/leech-lake-community-solar-garden-first-in-mn-to-be-100-dedicated-to-low-income-residents/</a></p> <p><u>Optional Reading:</u></p> <p>More information about the Energy Assistance Program (EAP) that makes the Leach Lake project possible: <a href="https://mn.gov/commerce/consumers/consumer-assistance/energy-assistance/">https://mn.gov/commerce/consumers/consumer-assistance/energy-assistance/</a>  The solar garden on I 94 is called Orion Community Solar Garden and is part of a project by Xcel that will eventually include 96 MW of community solar throughout MN. Xcel plans to have 10% of their energy generated by solar by 2030. They are also developing large scale solar. Read more here: <a href="https://www.xcelenergy.com/company/media_room/news_releases/solar_gardens_growing_in_minnesota">https://www.xcelenergy.com/company/media_room/news_releases/solar_gardens_growing_in_minnesota</a></p> <p>The articles below are dense, but fascinating!:</p> <p>Simmet, Hilton R. <a href="#"><u>“Lighting a Dark Continent’: Imaginaries of Energy Transition in Senegal.”</u></a> <i>Energy Research and Social Science</i>. 2016.</p> <p>Lennon, Myles. <a href="#"><u>“Decolonizing energy: Black Lives Matter and Technoscientific Expertise Amid Solar Transitions.”</u></a> <i>Energy Research and Social Science</i>. 2017.</p> <p>Note: <i>Energy Research and Social Science</i> is a great journal for your final papers! You can get articles through Interlibrary Loan if we don't have them.</p>
<p>Thursday 2/22</p>	<p><b>The Grid</b></p> <p>Fieldtrip to Stearns Electric  Talk by Mike Dockendorf, EnergyWise Representative  Meet in New Science Parking Lot.</p> <p><b>Due by today: complete a group meeting with me with a proposal for final paper.</b></p> <p><u>Required Readings:</u></p> <ol style="list-style-type: none"> <li>1. Bakke. 2016. “Introduction” to <i>The Grid</i></li> <li>2. <a href="#"><u>What is an Electric Coop?</u></a> (short video)</li> <li>3. <a href="#"><u>Coops Electrifying America</u></a> (short video)</li> <li>4. <a href="#"><u>Veterans and Energy</u></a></li> <li>5. <a href="#"><u>Puerto Rico’s Blackout, The Largest in American History, Explained</u></a></li> </ol> <p><u>Optional Reading:</u></p> <p><a href="#"><u>Celebrating 45 Years of National Rural Electric Coop Association</u></a>  <a href="#"><u>US Energy Infrastructure Report Card</u></a></p>

Week 7	<b>Local Energy Decisions and Efficiency</b>
Tuesday 2/27	<p><b>SJU</b> Talk by SJU Power Plant Operators</p> <p><u>Required Readings:</u></p> <ol style="list-style-type: none"> <li><a href="#">What is CHP?</a> (Combined Heat and Power, or Cogeneration) Background: SJU has a cogeneration plant.</li> <li><a href="#">Presidents' Climate Commitment</a> Background: CSBSJU signed the <a href="#">American College and University Presidents' Climate Commitment</a> (ACUPCC) in 2007. This commits them to: Incorporate sustainability into all facets of campus life; Calculate the campus carbon footprint; Develop and implement a climate action plan to reduce that footprint; and Lead each campus to climate neutrality.</li> <li><a href="#">SJU Climate Action Plan 2009</a> Background: This was created as part of the commitment to the AUPCC.</li> <li><a href="#">Catholic Climate Covenant</a> (spend 10 minutes exploring this website) Background: CSBSJU signed the <a href="#">Catholic Climate Covenant</a> in 2012. This reaffirmed the commitment to climate action in the context of Catholicism.</li> </ol> <p><u>More Resources on CHP (not required reading):</u> University of Calgary. <a href="#">Cogeneration Energy Education</a> (discusses small scale CHP) <a href="#">Department of Energy CHP Factsheet</a> Scientific American. "<a href="#">How Does Cogeneration Provide Heat and Power?</a>" <a href="#">Department of Energy resources on CHP</a></p>
Thursday 3/1	<p><b>CSB</b> Fieldtrip to CSB Power Plant Talk by CSB Power Plant Director, Terry Loso and Executive Director of Facilities, Brad Sinn. Meet at Power Plant (see map for directions) <b>Due: Energy Forms Essay</b></p> <p>Readings: <a href="#">CSB Sustainability Plan</a> (pages 3, 6-7, 9-19)</p>
Week 8	SPRING BREAK
Week 9	<b>Mountaintop Removal</b>
Tuesday 3/13	<p>Readings: Bell Introduction – Ch 2 (49 pgs) Begin in class film: <i>Blood on the Mountain</i></p>
Thursday 3/15	<p>Readings: Bell Ch 3 – 5 (60 pgs)</p>
Week 10	
Tuesday 3/ 20	<p>Readings: Bell Ch 6 – 8 (37 pgs)</p>

Thursday 3/22	<p>Role Play - please email <a href="mailto:cgrosse001@csbsju.edu">cgrosse001@csbsju.edu</a> for detailed lesson plans on the roleplay, complete with characters, instructor instructions, student instructions, and assignments.</p> <p>Readings: Bell Ch 9 (84 pgs)</p> <p>First part of Role Play Assignment (Brief 3) due in class - notes on character &amp; 2-minute speech. Second part of Role Play Assignment due after class on Canvas, by Monday March 26 - 1 page reflection.</p>
Week 11	
Tuesday 3/27	<p>Special Guest via Skype: Shannon Bell, author of <i>Fighting King Coal</i></p> <p>Readings: Bell Ch 10 &amp; Conclusion (28 pgs)</p> <p>Due today: Due: 2 Questions for Shannon Bell, submit on Canvas by 7 am. I'll choose some and call on you in class to ask your question. Bring your questions to class so you can ask them.</p>
Thursday 3/29	<p style="text-align: center;"><b>Tar Sands and Pipelines</b></p> <p>Readings: Black et al. Ch 1-3 (pgs 1-54)</p> <p>Due: Bell Essay</p>
Week 12	
Tuesday 4/3	<p>Readings: Black et al. Ch 9-14 (pgs 99-159)</p> <p>Begin film in class – <i>H2Oil</i></p>
Thursday 4/5	<p>Readings: Black et al. Ch 15-19 (pgs 160-216)</p>
Week 13	
Tuesday 4/10	<p>Readings: Black et al. Ch 20-22 (pgs 217-252)</p> <p>Grosse. 2017. "<a href="#">Megaloads and Mobilization</a>"</p> <p>Due: Reading Assignment 1</p>
Thursday 4/12	<p>Readings: Black et al. Ch 23-25, 27-28 (pgs 253-285; 297-320)</p> <p>Due by today: Brief 4 (may be turned in 3/29-4/12)</p>
Week 14	<b>Fracking</b>
Tuesday 4/17	<p>Readings: Sovacool, Brown, and Valentine 2016 – "Is Shale Gas a Bridge to a Clean Energy Future?" (15 pgs)</p> <p>EPA. 2016. <a href="#">Fracking Report Executive Summary</a>. Page 1-2.</p> <p>Due: Black et al. Essay</p>
Thursday 4/19	<p>California and Oklahoma</p> <p>Readings: Grosse. 2017. "<a href="#">Grassroots vs. Big Oil</a>"</p> <p>Schneyer. 2016. <a href="#">Oklahoma Protects Drillers and Squeezes Schools</a></p>

	<p>Urken. 2017. "<a href="#">Native Americans Sue Frackers Over Manmade Earthquakes</a>."</p> <p><b>Due: Reading Assignment 2</b></p>
Week 15	<b>Our Present Situation</b>
Tuesday 4/24	<p><b>Paris Agreement, Clean Power Plan, Trump's Energy Policies</b></p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Foran 2015 on Paris Agreement</a></li> <li>2. <a href="#">Remarks by President Trump</a></li> <li>3. <a href="#">Popovich 2017</a> on meeting Paris targets</li> <li>4. <a href="#">Popovich et al 2018</a> on current policy status</li> </ol> <p>Discussion Questions - be prepared to discuss in class (also on Canvas)</p> <p>For Foran 2015: What are the pros and cons of the Paris Agreement?</p> <p>For Remarks by President Trump: What are the strengths (in style and content) of this speech? What are the weaknesses (in style and content) of this speech?</p> <p>For all readings: What are the pros and cons of withdrawing from the Paris Agreement? Explain what you think President Trump, climate justice activists, and the policy makers who created the Paris Agreement would say.</p> <p>For Popovich et al. 2018: Which five rules are you are most concerned about and why?</p> <p><b>Due <a href="#">Group Evaluation Forms</a> – Submit on Canvas</b></p>
Thursday 4/26	<p>No Class - Scholarship and Creativity Day</p> <p>Attend ENVR poster session and turn in a half page reflection on Canvas by midnight on Friday.</p>
Week 16	<b>Presentations</b>
Tuesday 5/1	Presentations
Thursday 5/3	<p>Presentations</p> <p>Reading: <a href="#">After Oil</a> pages 55-58; 64-73 (part of Energy Futures and Conclusion)</p> <p>Chivers, Danny. 2010. <i>The No Nonsense Guide to Climate Change</i>. Ch 10 and 11.</p>
	<p>Final Paper</p> <p>Due May 11, midnight, on Canvas. No hard copy needed.</p>

**Resources:** Be Informed!

*Grist* – *Environmental News, Commentary, Advice* – <http://grist.org/> – “Founded in 1999, Grist is a beacon in the smog — an independent, irreverent news outlet and network of innovators working toward a planet that doesn’t burn and a future that doesn’t suck.”

*EcoWatch* – <http://ecowatch.com/> – “EcoWatch is a dedicated platform for environmental news that helps transform the ability of individuals to learn about environmental issues and take action. EcoWatch provides timely access to relevant information that educates and motivates individuals to become engaged in their community, adopt sustainable practices and support strong environmental policy.”

*Resilience* – <http://www.resilience.org/> – “both an information clearinghouse and a network of action-oriented groups. Our focus is on building community resilience in a world of multiple emerging challenges: the decline of cheap energy, the depletion of critical resources like water, complex environmental crises like climate change and biodiversity loss, and the social and economic issues which are linked to these. We like to think of the site as a community library with space to read and think, but also as a vibrant café in which to meet people, discuss ideas and projects, and pick up and share tips on how to build the resilience of your community, your household, or yourself.”

*The New York Times* – <http://www.nytimes.com> – the paper of record in the U.S.

BBC News – <http://www.bbc.co.uk/> – England and U.K.’s news source of record.

*The Guardian* – <http://www.guardian.co.uk/> – the United Kingdom’s best newspaper.

Amy Goodman’s *Democracy Now!* – <http://www.democracynow.org/> – the best source of progressive global political journalism in the U.S.

Climate Central – <http://www.climatecentral.org/> – “An independent organization of leading scientists and journalists researching and reporting the facts about our changing climate and its impact on the American public....”

Climate Connections – <http://globaljusticeecology.org/> – an archive of past reporting on climate activism and the global justice movement more generally, and is a project of the Global Justice Ecology Project.

Climate Debate Daily – <http://climatedebatedaily.com/> – a good source of contrary and controversial view, CDB “is intended to deepen our understanding of disputes over climate change and the human contribution to it. The site links to scientific articles, news stories, economic studies, polemics, historical articles, PR releases, editorials, feature commentaries, and blog entries.”

International Institute for Sustainable Development (IISD) Summaries of the COPs:  
<http://enb.iisd.org/climate/cop22/enb/>