

POLS 324: Politics of Environmental Health and Safety Regulation
 Northern Illinois University
 Fall 2025
 Wednesdays 330-445- DuSable 176

Instructor: Dr. Colin Kuehl
ckuehl@niu.edu
 OH: Tuesday 2-4 PM
 (Zulauf 410 and [Online](#))
 & by appointment

Course Description:

This course offers an introduction to the role of science in contemporary society and politics. It centers on two related questions: What is the role of science in U.S. policymaking and regulation, and what is the role of public policy in the conduct of science? Science and role of expertise is foundational to how governments protect the natural environment and ensure public health. In today's world this role is increasingly challenged. Debates over climate change action, responses to covid-19, or the fear that American research and development competitiveness is eroding in a globalized economy all illustrate these contemporary challenges. This class will focus on modern science and regulatory law, using case studies and political science approaches to assess these challenges.

Student Learning Outcomes:

By the end of this course, you will

- Understand the fundamentals of science and the underlying political processes that
- Analyze role of science in shaping environmental health and safety regulations in the United States including the
- Engage in debates about the proper role of expertise in democratic society
- Improve critical analysis and written communication through discussion, exams, research papers, and group projects.

Requirements and Grading:

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| • Policy Analysis | 20% |
| • Final Exam | 20% |
| • Group Project | 30% |
| • Participation | 15% |
| • Weekly Check-In | 15% |

Grade Breakdown

Policy Analysis(Oct 3rd): Each student will write a memo analyzing a contemporary environmental or health issue focusing on both the fundamental science and politics. A detailed assignment sheet will be provided in week 3.

Final Exam (Dec. 8th): The final will consist of content covered in lecture, readings, and current events (see below). The exam will be taken in class during finals week and will consist of an essay, short answer, and multiple-choice questions.

Group Project (Nov. 26th): Many of the most important political debates today revolve at the intersection science and politics. This group project will critically analyze the fundamental science, public perceptions, and institutional features of one of these issues through a scaffolded assignment. Each group will produce a research paper and present their findings to the rest of the class.

Discussion Participation(weekly): Students are expected to attend and actively participate in our weekly discussion. These will not be traditional lectures. Attendance will be taken at all discussion sections. One unexcused absence will be dropped. Please come to class prepared, having done the reading, watched the lectures, etc. and ready to engage in a lively discussion of that day's topic. Discussion section is your opportunity to fully engage with your instructor and each other.

Weekly Check-in(Every Wednesday by Noon): Each week, you have a check-in connected to that week's content due by Wednesday at noon. It will be a combination of a reading quiz (to make sure you are keeping up) and an applied activity related to that week's topic. Your lowest check-in grade will be dropped. Check-ins will be posted to BB by Friday evening.

Extra Credit: Limited extra credit opportunities will be provided throughout the semester. For example, watching and writing a response to the environmental documentaries or attending on campus events.

Your Responsibilities

Attend Wednesday Discussion: Students are expected to attend all course meetings. Class will be a combination of small group activities, individual writing, whole class discussion and debates. This course will employ a "flipped classroom" format in which students are expected to be actively engaged during Wednesday discussion. More passive activities, like reading or listening to a lecture, will be done outside of the classroom.

Complete the Readings and Watch online Lectures/Videos: Students are expected to complete all required course readings prior to our Wednesday class. Doing the reading does not mean reading every single word, it means being able to summarize the main points of the article, have given its contribution critical thought, and, probably, have taken some notes. If you have questions about how to "read smart" please ask. Recommended readings are intended to provide additional, further depth or an alternative perspective on the week's topics. Lecture slides from online lectures will be posted to BB.

Pay Attention to Current Events: Consequential events at the intersection of science and politics will be happening throughout this semester. Accordingly, this course will rely on discussions that transcend reading material and beckon engagement with contemporary issues. It is therefore required that students stay up to date with current affairs by following a major newspaper (e.g. New York Times, BBC, or the Economist). I highly recommend getting in the habit of reading the news every day and, if you can, purchasing a subscription (quality journalism does not come cheaply) to an outlet of your choice for the duration of the semester.

If a natural curiosity about the world or performing your civic duty is not enough to motivate a reading habit, current events will be discussed every week in discussion section (i.e. participation points) and be a component of the midterm and final.

Note: In addition to traditional news sources, I highly recommend these academic blogs for actual expert analysis on current events: The Conversation, Duck of Minerva, and Project Syndicate for general interest and political science and Grist, Climate Central, and Yale Climate Connections for environment. For those that commute, NIU's WNIJ(89.5) has excellent political coverage and daily reports on climate change. Please let me know if you find relevant articles of relevance to the course elsewhere (for extra participation points).

Course Materials

There are no required books for this course. All required readings will be provided on the course blackboard site. In addition, optional readings, podcasts, and other multi-media will be listed on the blackboard. These are highly recommended and will aid in understanding of core concepts.

Course Policies

Email: All course announcements will be given over email. I will expect you to check your email at least daily during the week. I will check my email from the hours of 9 am - 5 pm but am not available on weekends. If possible, please come see me in office hours or at another scheduled time. Communication is key to getting through the challenges any challenges that might come up so please do not hesitate to contact us with any questions you might have. Please don't surprise me with reasons you are struggling at the end of the semester. Communicate early and often.

Office Hours: Office hours will be simultaneously in Zulauf 410 and on Zoom(If I forget to login, please send a quick email). Please visit the version that you are comfortable with. These are drop-in times, and all students are always welcome to attend to discuss anything related to the course, or anything else you feel that I could potentially help with. No RSVP is required. Talking allows me to get to know you and is much more efficient than emails. Please take advantage of the access office hours affords.

Technology: I assume that you have regular access to a computer and high-speed internet. If this is not the case, please contact me ASAP and we will see what we can do. Technology "challenges" will inevitably arise during the semester. Please be patient with each other and your instructor. I highly recommend backing up your coursework to the cloud (like NIU's OneDrive or Dropbox) and/or an external hard drive.

Academic Integrity - I take academic misconduct very seriously. All work submitted must be a student's own in full. Any student in this course found to have plagiarized (accidentally or otherwise) the work of another individual (including, but not limited to, other students, existing scholarship) at minimum will receive a zero on the assignment and may be subject to additional sanctions by the University. Students are expected to have read and to abide by NIU's Student Code of Conduct. This is your responsibility and a requirement of this course. Please take NIU's Online Tutorial on Academic Integrity to re-familiarize yourself if you have doubts or concerns and/or speak to your Instructor in office hours. If you have any questions throughout the course relating to academic practices, academic integrity, and issues of plagiarism and/or citation please speak to the instructor and/or consult the links noted above. Failure to understand these requirements does not constitute an excuse to deviate from them.

A Note on AI: The use of AI, such as ChatGPT, is not explicitly prohibited in this course. However, please understand that outputs are often inaccurate or flawed in ways that you won't understand unless you do the real work anyway. I understand that the use of these technologies will likely be a valuable tool for all of us in the future (I'm trying to figure them out too). AI tools can be beneficial for various tasks, including research, idea generation, overcoming writer's block, and grammar editing, but solely relying on AI-generated content without proper attribution is still plagiarism. Do not rely on AI to do your thinking. If using these tools, you must cite them appropriately or acknowledge their use in a footnote. Furthermore, papers and exams will ask that you explicitly apply concepts discussed in this course and use current events. Not doing so, or reporting falsehoods generated by AI, will be penalized severely.

Grade Appeals: If you wish to appeal a grade you must wait 48 hours after you receive the grade and send the instructor a 1-page email specifying why you believe your grade is incorrect.

Assignment Submission: Your papers will be submitted on blackboard. For every 24 hours the assignment is late you will receive a 10% reduction in the grade (starting at the beginning of class). After 72 hours late the maximum you can earn on the assignment is 50%. Late papers will not receive feedback. If your assignment is going to be late, please email before the original due date and we will set a new one.

Extensions I understand that "life happens" and accommodations are possible for documented medical or family emergencies and this will be particularly the case this semester. If you think you need to delay taking an exam or submitting a written assignment, please talk to me as soon as possible. Extensions are never guaranteed but are much more likely if you talk to me before the issue arises, not after. They will be based on university policy, exigency of the circumstances, and timeliness of the request (i.e. the earlier the better).

Recordings: Please do not record lectures or discussions without first getting permission from the instructor.

Our Academic Environment - Together, we will foster a comfortable, engaging, and accessible scholarly environment. All students should feel welcome to attend and speak freely in class and in office hours. Issues of politics can be controversial, and debates can become heated. However, we will approach this course as colleagues, and we will treat each other with respect and dignity at all times.

Mental Health: These are challenging and anxiety inducing times outside of this course. I understand this and have my own battles. We all will handle this uncertainty and stress in different ways. Please take the time for self-care and if you need extensions for mental health reasons do not hesitate to ask. If you or somebody you know is struggling with anxiety or other issues, do not hesitate to reach out. Resources available include the DRC, Student Counseling Services or call 815-306-2777.

Disability Accommodations: If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building and can be reached at 815-753-1303 or drc@niu.edu. Also, please contact me privately as soon as possible so we can discuss your accommodations.

Health Precautions: Please be considerate of your fellow students if you aren't feeling well. If you are feeling sick stay home or wear a mask. At all times, please do your part to keep everyone healthy. Please email prior to class if you are not feeling well.

Gender Identity: As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you.

Land Acknowledgement Statement: Northern Illinois University operates and is built on the traditional lands of the Oceti Sakowin (Sioux), Miami, Bodewadmiakiwen (Potawatomi), Sauk and Meskwaki, and Peoria. These lands are subject to Cession 50 and 148, though their terms have been consistently violated. We seek to acknowledge this land and these peoples in order to honor the legacies, struggles and current existence of Indigenous peoples; situate ourselves within settler-colonial projects; disrupt the erasure of Indigenous peoples; and begin/continue the work of collectively learning and fulfilling our obligations, for those of us who are uninvited guests on Indigenous peoples' lands.

Course Overview:

This syllabus is a living document and is designed to guide our learning. Readings for each week will be posted on BB. In the spirit of reflexivity, I reserve the right to adjust the schedule, and assignments as appropriate or necessary. All changes will be announced through NIU email. Dates below indicate the Wednesday of each week. If you have trouble accessing any materials, please email Prof Kuehl.

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	27-Aug	Introduction to the Course
2	3-Sep	Science vs Politics: History and Big Ideas
3	10-Sep	Facts, Funding, and Peer-Review - How Science Works
4	17-Sep	Gender, Race, and Scientific Objectivity
5	24-Sep	Expertise and Democratic Governance
6	1-Oct	Public Attitudes Toward Science
7	8-Oct	Interest Groups and Science in the Policy Making Process
8	15-Oct	Social Media and Misinformation
9	22-Oct	Science Communication and Public Engagement
10	29-Oct	Assessing Risk and the Precautionary Principle
11	5-Nov	Regulatory Science and Bureaucracy
12	12-Nov	The Courts and Presidency in Environmental Health and Safety
13	19-Nov	Science and Post-Truth Politics
14	26-Nov	Thanksgiving Week - No Class
15	23-Dec	Group Presentations
16	8-Dec	Final Exam(4-550 PM)

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	27-Aug	Introduction to the Course
2	3-Sep	Science vs Politics: History and Big Ideas - Naomi Oreskes (2014, June 25). Why we should trust scientists TED https://www.youtube.com/watch?v=RxyQNEVOEIU - The MIT Press Reader. (2021, September 29). Why science can't settle political disputes. https://thereader.mitpress.mit.edu/why-science-cant-fix-politics/ - Senator Pete Ricketts. (2024, July 12). Senator Ricketts' weekly column: Reining in the power of Unelected Bureaucrats - Senator Pete Ricketts. https://www.ricketts.senate.gov/weekly_column/senator-ricketts-weekly-column-reining-in-the-power-of-unelected-bureaucrats/ - Podcast: Nature (2020, November 2). Stick to the Science: Episode 1: A brief history of politics and science - Miller, B. J. (2025, April 28). A brief history of federal funding for basic science. Harvard Medicine Magazine. https://magazine.hms.harvard.edu/articles/brief-history-federal-funding-basic-science - Crash Course. (2022, September 22). How laws Affect your health: Crash Course Public Health #8 https://www.youtube.com/watch?v=Z08sh4PN8Lc - <i>Recommended:</i> - Last Week Tonight. (2025, August 18). Make America Healthy Again: Last Week Tonight with John Oliver https://www.youtube.com/watch?v=3lzfH86avIc - Bush, V., Córdova, F. A., & National Science Foundation. (2020). The endless frontier (75th Anniversary Edition) National Science Foundation. https://nsf.gov-resources.nsf.gov/2023-04/EndlessFrontier75th_w.pdf
3	10-Sep	Facts, Funding, and Peer-Review - How Science Works - Bihan, S. (2024, August 7). Multiple goals, multiple solutions, plenty of second-guessing and revising – here's how science really works. The Conversation. https://doi.org/10.64628/aai.xdm7xk7y7

- CrashCourse. (2016, March 28). [Karl Popper, Science, & Pseudoscience](https://www.youtube.com/watch?v=-X8XfI0JdTQ): Crash Course Philosophy #8
<https://www.youtube.com/watch?v=-X8XfI0JdTQ>
- Podcast: Nature (2020, November 2). [Stick to the Science: Episode 2: Politics of the Life Scientific](https://link.chnl.com/mKLOtve0)
<https://link.chnl.com/mKLOtve0>
- Mix, K. S. (n.d.). [Lifecycle of a research grant – behind the scenes of the system that funds science](https://doi.org/10.64628/AAI.p6sva57kc). The Conversation.
<https://doi.org/10.64628/AAI.p6sva57kc>
- Shiffman, David. “[Why are we funding this?](#)” (2025, July 1). American Scientist.
- [The Case against Public Science](#). (2013, August 5). Cato Unbound. <https://www.cato-unbound.org/2013/08/05/terence-kealey/case-against-public-science/>
- Blader, I., et al. (2025). [A call for the United States to continue investing in science](https://doi.org/10.1128/mbio.00648-25). mBio. <https://doi.org/10.1128/mbio.00648-25>
- *Recommended:*
- Check out NIU's 2024 research funding: [FY2024 Annual Report](#)
- Mapping Federal Funding Cuts to U.S. Colleges and Universities. (2025, July 23). <https://www.americanprogress.org/article/mapping-federal-funding-cuts-to-us-colleges-and-universities/>
- Suttmeier, R. (2018, June 28). Inventing the future in Chinese labs: How does China do science today? The Conversation. <https://doi.org/10.64628/aai.mv35ux99a>

4 17-Sep Gender, Race, and Scientific Objectivity

- Online Lecture: Kuehl, Megan (2025) Unicorns, Fairies, and Totally Neutral Science
- Giordano, S. (2025, September). Scientific objectivity is a myth – cultural values and beliefs always influence science and the people who do it. The Conversation.
<https://theconversation.com/scientific-objectivity-is-a-myth-cultural-values-and-beliefs-always-influence-science-and-the-people-who-do-it-259137>
- Mervis, J. (2024, April). Scientists with East Asian and African names get short shrift in news coverage. Science.
<https://www.science.org/content/article/scientists-east-asian-and-african-names-get-short-shrift-news-coverage>

- Lund, M. (2024, September). A prehistory of scientific racism. The MIT Press Reader. <https://thereader.mitpress.mit.edu/a-prehistory-of-scientific-racism/>
- Comerford, D. (2025, September 5). [We risk a deluge of AI-written 'science' pushing corporate interests – Here's what to do about it](https://theconversation.com/we-risk-a-deluge-of-ai-written-science-pushing-corporate-interests-heres-what-to-do-about-it-264606). The Conversation. <https://theconversation.com/we-risk-a-deluge-of-ai-written-science-pushing-corporate-interests-heres-what-to-do-about-it-264606>
- Eisenberg, C., & Prichard, S. (2023). [Braiding Indigenous Knowledge and Western Science for Climate-Adapted Forests: An EcoCultural State of Science report](#)
- *Recommended:*
- Mead, N. (2025, August 11). [Scientific censorship, public health & academic freedom](#) Finding Genius

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| 5 | 24-Sep | <p>Expertise and Democratic Governance</p> <ul style="list-style-type: none"> - Pamuk, Z. (2021). Politics and expertise: How to use science in a democratic society. Princeton University Press. Ch 1 through 3 - Young, D. G. (2025, February 6). How populist leaders like Trump use 'common sense' as an ideological weapon to undermine facts. The Conversation. https://theconversation.com/how-populist-leaders-like-trump-use-common-sense-as-an-ideological-weapon-to-undermine-facts-248608 - Skim: Weingart, P. (2023). Trust and distrust of scientific experts and the challenges of the democratization of science. In G. Eyal & T. Medvetz (Eds.), The Oxford Handbook of Expertise and Democratic Politics (pp. 29–51). - Podcast: Nature (2020, November 2). Stick to the Science: Episode 3: Talking Politics, Talking Science. https://link.chnbl.com/mKLOtve0 |
| 6 | 1-Oct | <p>Public Attitudes Toward Science</p> <ul style="list-style-type: none"> - Mills, M. A., & St. Clair, P. (2025). The strange new politics of science. Issues in Science and Technology, https://issues.org/new-politics-science-mills-st-clair/ - Tyson, A., & Kennedy, B. (2024, November 14). Public trust in scientists and views on their role in policymaking. Pew Research Center. https://www.pewresearch.org/science/2024/11/14/public-trust-in-scientists-and-views-on-their-role-in-policymaking/ |

- Funk, C. (2017, March 22). [How much does science knowledge influence people's views on climate change and energy issues?](#) Pew Research Center.
<http://pewrsr.ch/2nJyMLH>
- Oreskes, N., & Conway, E. M. (2022). [From anti-government to anti-science](#). Daedalus, 151(4), 98–123.
https://doi.org/10.1162/daed_a_01946
- Van der Linden, S. (2017, October 10). [Why we disagree about facts](#)
<https://www.youtube.com/watch?v=HuVZiEdMylk>

- *Recommended:*

- Association of Science and Technology Centers. (2025, April 30). New ASTC survey shows gaps between public support for science and understanding of how science is impacted by federal actions. <https://www.astc.org/tag/data/>
- Kahan, Dan M., et al. (2012) "The polarizing impact of science literacy and numeracy on perceived climate change risks." Nature climate change 2.10: 732-735.

7 8-Oct

Interest Groups and Science in the Policy Making Process

- Watch Merchants of Doubt (You can stream a copy for a few bucks or watch a sketchier version on youtube)
- Hayhoe, K. (2017, August 24). [I was an Exxon-funded climate scientist](#). The Conversation. <https://theconversation.com/i-was-an-exxon-funded-climate-scientist-49855>
- Clapp, J. (2025, May 9th.). [The hidden politics and power of agribusiness](#). MIT Press Reader.
<https://thereader.mitpress.mit.edu/the-hidden-politics-and-power-of-agribusiness/>
- Árvai, J. (2025, January 22). [How the oil industry and growing political divides turned climate change into a partisan issue](#). The Conversation. <https://theconversation.com/how-the-oil-industry-and-growing-political-divides-turned-climate-change-into-a-partisan-issue-243879>
- Union of Concerned Scientists. (2017)). [The disinformation playbook](#). <https://www.uccs.org/resources/disinformation-playbook>

- *Recommended:*

- Supran, G., & Oreskes, N. (2017). Assessing ExxonMobil's climate change communications (1977–2014). Environmental Research Letters, 12(8), 084019.
<https://doi.org/10.1088/1748-9326/aa815>

8 15-Oct

- Social Media and Misinformation

- Watch: Bergstrom, C. T., & West, J. (2017). Calling Bullshit 1.1: Introduction to Bullshit YouTube.
<https://www.youtube.com/watch?v=A2OtU5vIR0k>
- Bergstrom, C. T., & West, J. (2020). Calling Bullshit Preface and Chapter 1
- Törnberg, P. (2022). [How digital media drive affective polarization through partisan sorting](#). Proceedings of the National Academy of Sciences, 119(42), e2207159119.
<https://doi.org/10.1073/pnas.2207159119>
- Dizikes, P. (2018, March 8). Study: [On Twitter, false news travels faster than true stories](#). MIT News.
- Podcast: Baker and Landrum (2025) [How do you solve a problem like misinformation](#) Issues in Science and Technology
- Wineburg, S. (2025, August 26). [College students are bombarded by misinformation, so this professor taught them fact-checking 101 – here’s what happened](#). The Conversation.
- *Recommended:*
- Ecker, U. K. H., Lewandowsky, S., Cook, J., Schmid, P., Fazio, L. K., Brashier, N., Kendeou, P., Vraga, E. K., & Amazeen, M. A. (2022). The psychological drivers of misinformation belief and its resistance to correction. Nature Reviews Psychology, 1(1), 13–29. <https://doi.org/10.1038/s44159-021-00006>
- PBS. (202). [Fake: Searching for truth in the age of misinformation](#). PBS Video.

9 22-Oct

Science Communication and Public Engagement

- Watch: Yuan, Shupai "Science Communication: What we know and what we do"
- Jones, H. P., Cadotte, M. W., Seo, M., Kurle, C. M., & Dooner, P. (2024). [Towards a more robust, inclusive and socially relevant ecology](#). Ecological Solutions and Evidence, 5(3), e12309. <https://doi.org/10.1002/2688-8319.12309>
- Akin, H. (2017). Overview of the science of science communication. In K. H. Jamieson, D. M. Kahan, & D. A. Scheufele (Eds.), The Oxford handbook of the science of science communication (pp. 24–33). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190497620.013.3>
- Gretchen Goldman, Erica Chenoweth, [Scientists’ role in defending democracy](#). Science 389,667-667(2025).DOI:10.1126/science.aea9328
- Toomey, Ann (2025). [Address science misinformation not by repeating the facts, but by building conversation and community](#). The Conversation
- Shorthand. [12 examples of stunning science communication](#).

- Burgess, M., & Pielke, R. Jr. (2023, April 5). [Partisan science is bad for science and society](#). Heterodox Academy.
- 10 29-Oct Assessing Risk and the Precautionary Principle
- Schoonover, R., Aldrich, D. P., & Hoyer, D. (2025, Summer). [Updating mental models of risk](#). Issues in Science and Technology, 41(4).
 - Saltelli, A., et al (2020, June 24). [Five ways to ensure that models serve society: A manifesto](#). Nature.
 - [Hazard, Risk & Safety - Understanding Risk Assessment, Management and Perception](#) Youtube
 - Whiteside, K. H. (2006). Precautionary politics: Principle and practice in confronting environmental risk. MIT Press - Skim Intro- Ch 2
- 11 5-Nov Regulatory Science and Bureaucracy
- Wagner and Spieler (2017)" The Roles of Government in Protecting and Promoting Occupational and Environmental Health." Levy, B. S., Wegman, D. H., Baron, S. L., & Sokas, R. K. (Eds.). . Occupational and environmental health. Oxford University Press
 - Frey, Christopher. (2025, April 7). [EPA must use the best available science – by law – but what does that mean?](#) The Conversation.
 - Yale School of the Environment. (2025, July 10). [In the wake of the Chevron decision](#). Yale University.
 - EPA Staff (2025, June 30) [Declaration of Dissent](#)
- 12 12-Nov The Courts and Presidency in Environmental Health and Safety
- The Economist (2024) "What the End of Chevron Means for the Next US President"
 - Turrentine, J. (2024, June 28). [The Supreme Court Ends Chevron Deference—What Now?](#). NRDC
 - Sandefur, T. (2024, June 28). [By overturning Chevron, Supreme Court takes a step toward protecting democracy](#). Goldwater Institute.
 - Shapiro, S. (2024, December 12). [‘Administrative law’ sounds dry but likely will be key to success or failure of Trump’s plans for government reform](#). The Conversation.
 - Skim Angelo (2008) "Harnessing the Power of Science in Environmental Law"
- 13 19-Nov Science and Post-Truth Politics
- S. Iyengar, & D.S. Massey, [Scientific communication in a post-truth society](#). Proc. Natl. Acad. Sci. U.S.A. 116 (16) 7656-7661, <https://doi.org/10.1073/pnas.1805868115> (2019).
 - Kirk, M., Wiser, M., Gilmore, J., & Bennett, P. (2020). [United States of Conspiracy](#) [Documentary]. PBS FRONTLINE.

<https://www.pbs.org/video/united-states-of-conspiracy-1phat1/>

- Ecker, U. K. H., Roozenbeek, J., Van Der Linden, S., Tay, L. Q., Cook, J., Oreskes, N., & Lewandowsky, S. (2024). Misinformation poses a bigger threat to democracy than you might think. *Nature*, 630(8015), 29–32.
<https://doi.org/10.1038/d41586-024-01587-3>
- Singh, M. (2024, April 22). [Don't believe what they're telling you about misinformation](#). *The New Yorker*.

14 26-Nov Thanksgiving Week - No Class

15 8-Dec Final Exam(4-550 PM)