

Energy and Policy Analysis (GEOG 6960/5963)

Fall Semester 2023

Mo 3:00-6:00PM; GC 2781

Instructor: Matthew Fry, he/him

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Office and Hours: GC, Suite 4625, Mon 1-2pm; Thurs 1-3pm; or by appointment (zoom or face-to-face)

Required Materials

- MAXQDA student license (<https://www.maxqda.com/pricing#role-student>); 6-month for \$47

Course Description

This Geography course offers an introduction to contemporary energy issues *and* to qualitative research methods. We will explore several aspects of today's energy transition and examine and compare different energy policies. We will work together to apply qualitative text analysis methods to analyze the contents of policy documents.

Course Outcomes

By the end of this course, you will be able to:

- Discuss different energy-related topics, with some focus on federal, state, and municipal policies that affect Utah and the Intermountain West.
- Condense information into short presentations for collaborative research projects.
- Locate and collect policy documents.
- Understand how to use content analysis, narrative analysis, discourse analysis, and grounded theory to analyze texts and documents.
- Apply content analysis: develop a plan, identify coding schemes, code text, and begin analysis.
- Use MAXQDA (and other content analysis) software to apply content analysis and explore ways to visualize and analyze findings.
- Become a productive member of a collaborative research team.

Teaching and Learning Methods

I envision running this course as an active, collaborative research project, which generally entails a scoping and background research phase, a review and assessment of potential methods, and then conducting the research.

- 1) We will begin by exploring different energy topics and relevant policies through background research and discovery, prepared lectures, and discussions. You will prepare a lecture and presentation, lead a discussion.
- 2) Through readings and discussion, we will learn how different qualitative text analysis methods can be used to examine who says what, to whom, and with what effect. As well, you will reflect on how you could apply these to your own research.
- 3) Then, as a group, we will select one energy policy to compare and analyze. This phase of the course will involve collective group work, individual reaction papers, experiential learning, and critical reflections.
- 4) If all goes well, we should have the framework for a collaborative research article, which we will discuss near the end of the semester. We will discuss planning a research paper, philosophy of co-authorship, collaborative agreements, etc.

University Policies

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability & Access, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access.

*“Given the nature of this course, **attendance is required** and adjustments cannot be granted to allow non-attendance. However, if you need to seek an ADA accommodation to request an exception to this attendance policy due to a disability, please contact the Center for Disability and Access (CDA). CDA will work with us to determine what, if any, ADA accommodations are reasonable and appropriate*

2. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.
3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

4. **COVID-19 Resources.**

For the most up-to-date information on COVID-19 protocol, please refer to <https://coronavirus.utah.edu/>.

Other resources:

1. [Student Guidance: What Steps to Take for a Possible or Confirmed COVID-19 Exposure](#)
2. [Registrar’s Office COVID-19 Information and FAQ’s](#)
3. [Housing & Residential Education](#)

5. **Diversity Statement .** I stand in support of compassion, dignity, value-of-life, equity, inclusion and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.

6. Other important information:

- a. Student Code: <http://regulations.utah.edu/academics/6-400.php>
- b. Accommodation Policy (see Section Q): <http://regulations.utah.edu/academics/6-100.php>

7. **Student Mental Health Resources**

- *Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for [campus mental health resources](#), including free counseling, trainings and other support.*
- *Consider participating in a [Mental Health First Aid](#) or other [wellness-themed](#) training provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues*

8. **Diverse Supports for Students.** Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities. Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO); 801-581-7188; trio.utah.edu; Room 2075, 1901 E. S. Campus Dr., Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center: 801-581-7019; diversity.utah.edu/centers/airc; Fort Douglas Building 622, 1925 De Trobriand St., Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies. For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center: 801-213-1441; diversity.utah.edu/centers/bcc; Fort Douglas Building 603, 95 Fort Douglas Blvd., Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources: 801-585-5897; childcare.utah.edu; 408 Union Building; 200 S. Central Campus Dr., Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability & Access is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability & Access: 801-581-5020; disability.utah.edu; 162 Union Building, 200 S. Central Campus Dr., Salt Lake City, UT 84112

Students across Intersectional Identities and Experiences

The Center for Equity & Student Belonging (CESB) creates community and advocates for academic success and belonging for students across inter-sectional identities and experiences among our African, African American, Black, Native, Indigenous, American Indian, Asian, Asian American, Latinx, Chicanx, Pacific Islander, Multiracial, LGBTQ+, Neurodiverse and Disabled students of color.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Equity and Student Belonging (CESB): 801-581-8151; diversity.utah.edu/centers/CESB/; 235 Union Building, 200 S. Central Campus Dr., Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center: 801-587-9122; writingcenter.utah.edu; 2701 Marriott Library; 295 S 1500 E, Salt Lake City, UT 84112

English Language Institute: 801-581-4600; continue.utah.edu/eli 540 Arapeen Dr., Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. For more information about what support they provide and links to other resources, view their website or contact:

Dream Center: 801-213-3697; dream.utah.edu; 1120 Annex (Wing B); 1901 E. S. Campus Dr., Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources:

LGBTQ+ Resource Center: 801-587-7973; lgbt.utah.edu ([Links to an external site.](#)); 409 Union Building, 200 S. Central Campus Dr., Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources:

Veterans Support Center: 801-587-7722; veteranscenter.utah.edu (Links to an external site.); 418 Union Building, 200 S. Central Campus Dr., Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center: 801-581-8030; womenscenter.utah.edu; 411 Union Building, 200 S. Central Campus Dr., Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence: 801-581-4600; inclusive-excellence.utah.edu (Links to an external site.); 170 Annex (Wing D), 1901 E. S. Campus Dr., Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out: getinvolved.utah.edu/; studentsuccess.utah.edu/resources/student-support

Course Policies

Attendance & Punctuality: This is a small class and your absence will be noticed by everyone. Come to class prepared and arrive on time. If you can't make a class, let me know beforehand! More than two absences will drop you one letter grade. More than three and you will not be included as a co-author if we publish a paper as a group.

Participation: Class participation is based on attendance, demonstration of having completed course assignments, participation in discussions; and demonstrated involvement in all activities.

Food & Drink: Please be respectful of others with your food and drink.

Electronic Devices in Class: Keep cell phones off, unless directed otherwise. Laptops are recommended.

Assignments

These include background research, preparing presentations, reading and reacting to research articles, doing content analysis, writing, and reflections.

- 1) Energy Topic Presentation: explore an energy topic and related policies and give a class presentation. Learn through background research, lecture presentation, collective lectures, and discussions. **Due Aug 28th and Sept 11th**
- 2) Energy Policy Presentation: explore two energy policies. Prepare a presentation/overview. What are these? Where/how enacted? Provide some text from collected documents. **Due Sept 18th**
- 3) Discussion Questions based on Readings: before several classes, you will submit two carefully crafted and precisely worded questions (by 12pm on Monday before class) for discussion from the readings. You are responsible for elaborating on your questions in class discussion. **Due Sept 25th, Oct 2nd, Oct 23rd**
- 4) Research Scoping and Article Selections: conduct background research on policy and topic (upload articles to Canvas), as well as develop a 'framing' for research. **Due Oct 16th**
- 5) Conducting Content Analysis: Coding, Designing Coding Systems, Analysis. Various components **due on Oct 30th, Nov 6th, Nov 13th**
- 6) Reflection on Applying Content Analysis: before several classes, write a reflection on content analysis and how you could apply it to your research, submit via email by noon. **Due Nov 6th, Nov 20th, and Dec 4th**
- 7) Collaborative Write-Up: Can we write an article together and edit in real-time? We'll test this out at the end of the semester. **Due Nov 27th, Dec 4th, and ~Dec 14th**

Grading

Class Participation (20%); Class Assignments (80%)

Tentative Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignment (due on date)</u>
Week 1: Mon, Aug 21	Introductions, Syllabus Overview, and Energy Policy Case Study	Read: syllabus
Week 2: Mon, Aug 28	Energy Topics Presentations and Discussion	Background reading and presentation preparation
Week 3: Mon, Sept 4	Labor Day, NO CLASS	Topic and policy prep
Week 4: Mon, Sept 11	Energy Topics Presentations, Discussion, and Policy Overview	Background reading and presentation preparation
Week 5: Mon, Sept 18	Energy Policies Overview and Discussion	Research two energy policies and prepare overview
Week 6: Mon, Sept 25	Energy Policy Analysis Discussion	Read articles (on Canvas) write and submit questions
Week 7: Mon, Oct 2	Qualitative Text Analysis, Policy Selection	Read articles, write and submit questions
Week 8: Mon, Oct 9	Fall Break, NO CLASS	MAXQDA How to videos, background research, upload...
Week 9: Mon, Oct 16	Planning content analysis and questions	... articles, submit short summary of selected articles

Week 10: Mon, Oct 23	Building Codes	Read articles on coding, write and submit questions
Week 11: Mon, Oct 30	Intercoder agreement	Code documents, submit reflection on coding process
Week 12: Mon, Nov 6	Intercoder Agreement and Analysis Overview	Continue coding process, and review analysis techniques, explore one of interest and write a reflection
Week 13: Mon, Nov 13	Analysis and Data Presentation	Conduct an analysis, prepare and figure for presentation, and write a reflection
Week 14: Mon, Nov 20	Planning a Research Paper (and Co-Authorship, Collaborations, etc)	Refine figure, read, and write a reflection on a possible research paper
Week 15: Mon, Nov 27	Research Paper and Discussion	Methods and results write-up
Week 16: Mon, Dec 4	Overview and Writing	TBD

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.