POLS 362 Global Environmental Politics
Fall 2008; MWF 9-9:50; NATRS 108

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Office Hours: W and R 1:30-3; and by appointment
**I will regularly respond to class-related e-mails between the hours of 12pm and 3pm Monday through Friday. You may receive a reply at other times but you should not depend on it. If you have an emergency, call my office phone.*

Course Description

This course introduces students to climate change as a *political* issue. Some observers have identified the threat of global climate change as the greatest challenge of the twenty-first century. Despite advances in scientific understanding of the natural dimensions of climate change, humans have had considerable difficulty developing effective policy responses. The central premise of this course is that deciding how to respond to climate change is a highly political process involving conflicts over competing values and interests. These conflicts and the subsequent outcomes are shaped by a variety of factors, including how we understand the role of humans in causing greenhouse gas emissions, the use of science in decision making, the link between climate change and the global economy as well as other pressing issues, the meaning and importance of equity and justice, the nature of collective action problems, questions of authority, the role of the market in solving global environmental problems, etc. This course explores these "human dimensions" issues, first through a review of general theories of global environmental politics then through detailed case studies of climate change policy debates from the global to the local level, involving governments, the private sector and civil society. Students also will be challenged to think about the role of universities in responding to climate change.

This course will rely heavily on active student participation. Lectures will be kept to a minimum. Instead, students will work as a community of individual learners seeking to develop and communicate knowledge and understanding related to global environmental politics. Course sessions will typically consist of interactive discussions, reflection activities, student presentations, simulations, etc. designed to help students critically engage course material, enhance students' comprehension of course concepts as well as oral and written communication and critical thinking skills.

Goals and Objectives

This course is designed to encourage students to think critically about the problem of global climate change and to evaluate different strategies for addressing this problem. Students will also develop a set of analytical, methodological and communication skills that can be transferred to other settings. Upon completion of this course, students will:

- have a basic understanding of the biophysical and human dimensions of global climate change;
- be able to explain the general and specific challenges that make it difficult to develop climate change policies;
- be familiar with a range of policy initiatives aimed at controlling greenhouse gas emissions;
- be able to compare and evaluate climate policy initiatives;
- be able to communicate complex ideas in a variety of oral and written formats.

Texts

Jennifer Clapp and Peter Dauvergne (2005). *Paths to a Green World: The Political Economy of the Global Environment*. Cambridge, MA: The MIT Press. ($27.00 new)

Ken Conca and Geoffrey Dabelko, eds. (2004). *Green Planet Blues: Environmental Politics from Stockholm to Johannesburg*. Boulder: Westview Press. ($45.00 new but there should be lots of used copies available)

All additional readings will be made available electronically via RamCT.

Students should also subscribe to "Climate Wire," a daily publication that tracks developments related to the climate change politics. You should be able to subscribe using the "Environment & Energy Publishing"

research database available through the library.

Requirements and Evaluation

Attendance and Participation (10%; 40 points). A successful student-centered course requires that students contribute to the active learning process in a meaningful way. Students are expected to attend class and actively engage in course activities. Each student will start with 32 points (80%) for this portion of the grade. Students will lose points for missing more than 2 class sessions without a university approved excuse. Students can gain points by making regular and *thoughtful* contributions to class discussions, displaying a willingness to help others work through course concepts, and/or with particularly sophisticated responses on the reading summaries/mini-assignments. Students may consult with the instructor at any time for an assessment of participation.

Reading Summaries and Homework Assignments (20%; 80 points). The reading load for this class is 80-100 pages/week. All assigned readings are required and should be completed before the class for which they are assigned. Students are expected to complete reading summaries for each assigned readings according to guidelines included at the end of this syllabus (also available on RamCT). Summaries will be collected in class periodically over the course of the semester. On occasion, students will also be asked to complete a homework assignment or an in-class writing assignment in preparation for a discussion. These also will be collected periodically over the course of the semester. No late summaries or homework assignments will be accepted unless the student has a university approved excuse for the absence. Summaries and homework assignments may be hand-written or typed. Those who type their assignments may submit them electronically via the RamCT "assignment" tool or bring a hard copy to class. Summaries will be evaluated on a pass/fail basis and students must successfully complete 80% of the collected summaries in order to receive full credit for this portion of the final grade. Those completing fewer than 80% will obtain a score equal to the percentage of summaries completed.

Mid-term exam (15%; 60 points). The mid-term exam will be a take-home essay **due on October 1**. Specific guidelines to be handed out separately.

Research project (40%; 160 points). Each student will complete a semester long research project on a specific policy initiative related to global climate change. The project will consist of two components:

1) policy summary paper (40 points; **due on October 27**); and
2) a 3,000-4,000 word research paper (120 points; **due December 1**).

A list of possible projects as well as specific guidelines to be handed out separately.

Final group project/presentation (15%; 60 points). Students will work in groups to design and present a climate change campaign for the CSU campus. Specific guidelines to be handed out separately.

Final grades will be calculated by determining percentage of total points possible (400) using the following scale:

A+	97-100	B-	80-82
A (Excellent)	93-96	C (Average)	70-79
A-	90-92	D (Poor)	60-69
B+	87-89	F (Fail)	0-59
B (Good)	83-86		

NOTE: No political science course earning a grade lower than a C- will be permitted to fulfill political science major requirements if the course is taken during or after fall 2004.

Policies

Part of what makes the study of political science interesting is the opportunity to engage in debates about controversial issues. In order to facilitate open debate and exchange, it is essential that students recognize and respect the right of each individual to "engage in discussion, to exchange ideas and

opinions, and to speak, write and publish freely, in accordance with the guarantees and limitations of our state and national constitutions" (University General Catalog, p. 37).

Extensions and make-ups will be given ONLY IN THE EVENT OF AN UNFORESEEN EMERGENCY (e.g. illness, death in the family, etc.) or with a university approved excuse. **Computer malfunction does not constitute a valid excuse**. Every effort should be made to make arrangements PRIOR to the due date (and may require written documentation).

Assignments are due at the BEGINNING OF CLASS (within first 5 minutes). In some instances, the instructor may not allow students to turn in assignments late. When permitted, late papers will be marked down one "notch" (e.g. B+ to a B) for each 24-hour period they are late (including weekends).

ACADEMIC DISHONESTY WILL NOT BE TOLERATED. Cheating (using unauthorized sources of information and providing or receiving unauthorized assistance on any form of academic work) and plagiarism (using another's words or ideas without proper acknowledgment) are serious offenses and may result in a failing grade for a particular assignment, failing grade for the course and/or disciplinary action by the university. For clarification on what constitutes cheating and plagiarism, see the University's General Catalog (pp. 35-36). All incidents of academic dishonesty will be reported to Conflict Resolution and Student Conduct Services for possible further disciplinary action.

STUDENTS WHO DO NOT COMPLETE ALL COURSE REQUIREMENTS WILL FAIL THE COURSE.

Tentative Schedule

This schedule is subject to change for several reasons such as student interest and research demands. Changes will be announced in class and posted on RamCT. It is the student's responsibility to be informed of changes in the schedule.

I. INTRODUCTION: CLIMATE CHANGE AS A POLITICAL ISSUE

8/25 Overview

8/27 Climate Wedges

- Robert Socolow, Roberta Hotinski, Jeffery B. Greenblatt and Stephen Pacala. 2004. Solving the Climate Problem: Technologies available to curb CO2 emissions. *Environment* 46(10): 8-19.
- Review handout on wedges game (no summary required)

Homework Assignment

Write 1-2 paragraphs on which technology(ies) you think hold most promise for dealing with climate change and why.

8/29 The Biofuels Debate

- Rosamond L. Naylor et al. 2007. The Ripple Effect: Biofuels, Food Security and the Environment. *Environment* 49(9): 30-43.
- C. Ford Runge and Benjamin Senauer. 2007. How Biofuels Could Starve the Poor. *Foreign Affairs*. May/June.

II. UNDERSTANDING CLIMATE CHANGE: THE BIOPHYSICAL AND HUMAN DIMENSIONS

9/1 NO CLASS-Labor Day

9/3 Worldviews for Understanding Global Environmental Problems

- Clapp and Dauvergne ch. 1 (pp. 1-17)
- Meadows et al., The Limits to Growth, in Conca and Dabelko, pp. 24-28.
- World Commission on Environment and Development, Towards Sustainable Development, in Conca and Dabelko, pp. 234-245.

A. The Scientific Basis

9/5 The Greenhouse Effect

- John Abatzoglou, Joseph F.C. DiMento, Pamela Doughman and Stefano Nespor. 2007. A Primer on Global Climate Change and its Likely Impacts in J. DiMento and P. Doughman, eds. *Climate Change: What it means for us, our children, and our grandchildren* Cambridge: The MIT Press, pp. 11-44.
- The National Academies. 2008. Understanding and Responding to Climate Change: Highlights of National Academies Reports. (23 pp)

9/8 Climate Impacts

- IPCC, 2007: Summary for Policymakers. In: *Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change,* M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson, Eds., Cambridge University Press, Cambridge, UK, 7-22.
- Stephen Saunders and Maureen Maxwell. 2005. Less Snow, Less Water: Climate Disruption in the West. Rocky Mountain Climate Organization.

B. Science and Policy

9/10 Use of science in decision making

- Richard Andrews. 2006. Risk-Based Decision Making: Policy, Science, and Politics in Norman J. Vig and Michael E. Kraft, eds., *Environmental Policy: New Directions for the Twenty-First Century*, 6th ed. (CQ Press), pp. 215-238.
- Eugene B. Skolnikoff. 1999. The Role of Science in Policy. *Environment* 41(5): 9pp.

9/12 The IPCC and climate skeptics

Students with last names A-L should read the following:

- Naomi Oreskes. 2007. The Scientific Consensus on Climate Change: How do we know we're not wrong? in J. DiMento and P. Doughman, eds. *Climate Change: What it means for us, our children, and our grandchildren* Cambridge: The MIT Press, pp. 65-99.
- Consensus about Climate Change?" Letter to the editor by Roger A. Pielke Jr. in response to N. Orestes, and response by N. Orestes, 2005. *Science* 308: 952-54.

Students with last names M-Z should read the following:

- Aaron M. McCright and Riley E. Dunlap. 2000. Challenging Global Warming as a Social Problem: An Analysis of the Conservative Movement's Counter-Claims. *Social Problems* 47 (4): 499-522.
- BBC Special Report. 2007. Inside Climate Skepticism.

C. Drivers of greenhouse gas emissions

9/15 Where do emissions come from?

<u>Homework assignment</u>

Depending on the first letter of your last name, collect the following data and put it into a format suitable for presentation to the class (be sure to document the source, the year for which the data were collected, which gases are covered, etc.):

- A-L: Global greenhouse gas emissions (total; by sector; and by country)
- M-Z: US greenhouse gas emissions (national total; by sector; and by state)

Write 1-2 paragraphs reflecting on the implications of this data for climate change politics and policy making.

9/17 Population

- United Nations Population Fund, Footprints and Milestones: Population and Environmental Change, in Conca and Dabelko, pp. 368-372.
- Frederick A.B. Meyerson, 2002. Population and Climate Change Policy in S. Schneider, A. Rosencranz, and J. Niles, eds. *Climate Change Policy: A Survey*. (Island Press), pp. 251-273.

9/19 Globalization

- Clapp and Dauvergne ch. 2 (pp. 19-43)

9/22 Consumption
- Alan Durning, How Much is Enough? in Conca and Dabelko, pp. 275-282.
- Michael F. Maniates. 2001. Individualization: Plant a tree, ride a bike, save the world? *Global Environmental Politics* 1(3): 31-52.

Homework Assignment:
Calculate your personal carbon footprint at
http://www.nature.org/initiatives/climatechange/calculator/ and print out the results page.

D. Climate change and other social concerns

9/24 Sustainable Development
- Clapp and Dauvergne ch. 4 (pp. 83-117)
- Sharachchandra M. Lélé, Sustainable Development: A critical review, in Conca and Dabelko, pp. 252-264.
- Björn Stigson, Walking the Talk: The Business Case for Sustainable Development, in Conca and Dabelko, pp. 265-274.

9/26 Security
- Thomas Homer-Dixon. Environmental Scarcities and Violent Conflict: Evidence from Cases in Conca and Dabelko, pp. 290-302.
- Adil Najam. The Human Dimensions of Environmental Insecurity in Conca and Dabelko, pp. 314-324.
- Anup Shah, Energy Security, GlobalIssues.org, Last updated: Wednesday, October 03, 2007.

9/29 Equity and Justice
- Conca and Dabelko pp. 333-338;
- Gita Sen. Women, Poverty and Population: Issues for the concern environmentalist in Conca and Dabelko, pp. 358-367.
- J. Timmon Roberts. 2001. Global inequality and Climate Change. *Society and Natural Resources*. 14: 501-509.

10/1 ***Mid-term Exam Due***

III. GOVERNING CLIMATE CHANGE

10/3 The governance challenge
- Garrett Hardin, The Tragedy of the Commons, in Conca and Dabelko, pp. 37-44.
- Susan J. Buck, No Tragedy of the Commons, in Conca and Dabelko, pp. 45-53.
- William Ophuls, The Scarcity Society, in Conca and Dabelko, pp. 54-60.
- Ken Conca, Rethinking the Ecology-Sovereignty Debate, in Conca and Dabelko, pp. 71-81
- Lyuba Zarsky, Stuck in the Mud? Nation-States, Globalization, and Environment, in Conca and Dabelko, pp. 82-93.

10/6 Traditional machinery of global environmental governance
- Clapp and Dauvergne, ch. 3, pp. 45-82.
- UNEP, Multilateral Environmental Agreements: A Summary, in Conca and Dablko pp. 147-155 (skim pp. 147-151 and focus on pp. 152-155).
- James Gustav Speth, Perspective on the Johannesburg Summit, in Conca and Dabelko, pp. 156-163.

10/8 The Kyoto Protocol
- Michele M. Betsill, Global Climate Policy: Making Progress or Spinning Wheels? In Axelrod, Downie and Vig *The Global Environment: Institutions, Law and Policy*, pp. 103-124.
- Adil Najam, Saleumul Huq and Youba Sokona. 2003. Climate Negotiations Beyond Kyoto:

Developing Countries Concerns and Interests, *Climate Policy* 3(3): 221- 231.

10/10 Multi-level governance
- Anil Agrawal and Maria Carmen Lemos, 2007. A Greener Revolution in the Making? Environmental Governance in the 21st Century. *Environment* June: 37-45.
- Ronald Mitchell. forthcoming. *International Environmental Politics: A Causal Approach*, manuscript pp. 440-491.

10/13 New environmental policy instruments
- Andrew Jordan, Rüdiger K.W. Wurzel, and Anthony Zito. 2005. The Rise of "New" Policy Instruments in Comparative Perspective: Has governance eclipsed government? *Political Studies* 53: 477-496.
- Robert N. Stavins. 1997. Policy Instruments for Climate Change: How Can National Governments Address a Global Problem? RFF Discussion paper 97-11. Washington, DC: Resources for the Future.

10/15 TBD

10/17 Communicating Climate Change—The mass media and popular culture
- In class film: *An Inconvenient Truth*
- Boykoff, M. and Boykoff, J. (2004) Balance as Bias: Global Warming and the U.S. Prestige Press' *Global Environmental Change* (14)2, pp. 125-136.
- Riley E. Dunlap. 2008. Climate-Change Views: Republican-Democratic Gaps Expand. Gallup Poll, May 29.

10/20 Communicating Climate Change—Motivating the public
- In-class film: *An Inconvenient Truth*
- Susanne C. Moser and Lisa Dilling 2006. Making Climate Hot: Communicating the Urgency and the Challenge of Global Climate Change. *Environment* 46(10): 32-46.
- Joseph C. DiMento and Pamela Doughman. 2007. Introduction: Making Climate Change Understandable J. DiMento and P. Doughman, eds. *Climate Change: What it means for us, our children, and our grandchildren* Cambridge: The MIT Press, pp.1-9.

Homework Assignment:
Drawing on the readings for today and the previous session, do you think *An Inconvenient Truth* is an effective means of communicating climate change to the American public? Why or why not?

10/22 ***Review draft policy summary paper***
Homework Assignment:
Bring 3 copies of your draft policy summary paper.

10/24 TBD

1027 ***Policy Summary Paper Due***

IV. CASE STUDUES: CLIMATE CHANGE POLICY

10/29 Beyond Kyoto
- Onno Kuik, Jeroen Aerts, Frans Berkhout, Frank Biermann, Jos Bruggink, Joyeeta Gupta, and Richard Tol. 2008. Post-2012 Climate Policy Dilemmas: A review of proposals. *Climate Policy* 8: 317-336.
- Earth Negotiations Bulletin summary, COP 13/MOP 3 in Bali, Indonesia, December 2007.

10/31 National responses
- Miranda Schreurs. 2003. Divergent Paths: Environmental Policy in Germany, the United States, and Japan, *Environment* 45(8): 9-17. 2003.

- Simone Pulver. 2006. Climate Change Politics in Mexico in a North American Perspective in Henrik Selin and Stacy D. VanDeveer (Eds.) *Climate Change Politics in North America: The State of Play*. Canada Institute of the Woodrow Wilson International Center for Scholars, pp. 49-60.

11/3 US Climate Policy

- Lamont C. Hempel. 2006. Climate Policy on the Installment Plan in Norman J. Vig and Michael E. Kraft, eds. *Environmental Policy: New Directions for the Twenty-first Century*. Washington, DC: CQ Press, pp. 288-310.
- Henrik Selin and Stacy D. VanDeveer. 2007. "Political Science and Prediction: What's Next for U.S. Climate Change Policy?" *Review of Policy Research* 24(1): 1-27.
- Review the presidential candidates' positions on climate change
  - McCain's position on climate change: http://www.johnmccain.com/Informing/Issues/da151a1c-733a-4dc1-9cd3-f9ca5caba1de.htm
  - Obama's position on climate change: http://www.barackobama.com/issues/energy/

11/5 State and local responses

- Michele M. Betsill and Barry G. Rabe, forthcoming, Climate Change and Multilevel Governance: The Evolving State and Local Roles, in Mazmanian and Kraft (eds.) *Towards Sustainable Communities, 2e.* (The MIT Press).
- Pew Center for Global Climate Change. 2008. Adaptation Planning—What US States and Localities are Doing.

11/7 Colorado and Fort Collins

Students with last name A-L, read:

- Colorado Climate Action Plan, November 2007.

Students with last name M-Z, read:

- City of Fort Collins. 2008. Fort Collins Climate Task Force Recommendations.

11/10 Business responses

- Clapp and Dauvergne ch. 6, pp. 157-187
- David L. Levy and Charles A. Jones. 2006. U.S. Business Strategies and Climate Change in Henrik Selin and Stacy D. VanDeveer (Eds.) *Climate Change Politics in North America: The State of Play*. Canada Institute of the Woodrow Wilson International Center for Scholars, pp. 73-84.

11/12 Technology development

- Robert M. Margolis and Daniel M. Kammen. 2002. Energy R&D and Innovation: Challenges and Opportunities in S. Schneider, A. Rosencranz, and J. Niles, eds. *Climate Change Policy: A Survey*. (Island Press), pp. 469-494.
- John Browne, 2004. Beyond Kyoto, *Foreign Affairs* 83(4): 20-32.

11/14 Emissions trading

- Jorgen Wettestad. 2005. The Making of the 2003 Emissions Trading Directive: An Ultra-quick Process Due to Entrepreneurial Proficiency? *Global Environmental Politics* 5(1): 1-23.
- Pew Center on Global Climate Change. 2008. *Climate Change 101: Cap and Trade*. (12 pp).

11/17 Carbon offsets

- Manuel Estrada, Esteve Corbera, and Katrina Brown. 2008. How do regulated and voluntary offset schemes compare? Tyndall Center for Climate Change Research, Working Paper 116.

Homework Assignment:

Look at two of the following websites:

  - TerraPass

- LiveNeutral
- NativeEnergy
- ClimateCare

Would you consider buying carbon offsets from either of these companies? Why or why not?

11/19 NGOs

- Michael Shellenberger and Ted Nordhaus. 2004. The Death of Environmentalism: Global Warming Politics in a Post-Environmental World.

11/21 Individuals

- Benito Müller. 2007. Food Miles or Poverty Eradication? The moral duty to eat African Strawberries at Christmas. Oxford Energy and Environment Comment, pp. 1-6.
- James Gustave Speth. 2004. *Red Sky at Morning: America and the Crisis of the Global Environment*. New Haven: Yale University Press, pp. 203-228.

11/24-11/29 NO CLASS-Fall Break

12/1 ***Paper Due***

12/3 Future of climate change policy

- Carl Pope and Bjørn Lomberg. 2005. The State of Nature. *Foreign Policy* (July/August): 67-73.

Homework Assignment:
Where do you come down in the Pope-Lomborg debate?

V. UNIVERSITIES AND CLIMATE CHANGE

12/5 Campus climate action

- Dovev Levine. 2006. Campus Climate Action, in Henrik Selin and Stacy D. VanDeveer (Eds.) *Climate Change Politics in North America: The State of Play*. Canada Institute of the Woodrow Wilson International Center for Scholars, p.p. 99-108.
- Ann Rappaport. 2008. Campus Greening: Beyond the Headlines. *Environment*. 50(1): 6-16.
- American College and University Presidents Climate Commitment website

12/8 Climate change at CSU

- Colorado State University. 2008. The Green University website.
- Jennifer Hattam. 2007. 10 Schools that Get It. *Sierra* Nov/Dec.

Homework Assignment:
How does CSU compare to some of the schools identified in the *Sierra* article?

12/10 TBD

12/12 **STUDENT PRESENTATIONS**

12/19 **STUDENT PRESENTATIONS**
7-9am

Reading Summary Guidelines

For tips on reading critically, go to http://writing.colostate.edu/guides/reading/critread/

For each assigned reading, answer the following questions. Be sure to record the author and title for each reading.

1. What is the author's central argument or main point?
2. How does the author support this central argument or main point (think about the logical flow of the reading, the use of evidence, etc.)
3. What assumptions does the author make? Were there any glaring omissions?
4. How does this reading relate to other readings in the course and/or class discussions?
5. (Optional): Is there a particular part of the reading you'd like to discuss further in class?