
CORE 107 The Ethical and Political Dimensions of
Climate Change

Fall 2022

Mon-Thurs 2:30-3:45
Anderson Hall, 6J

OFFICE HOURS:

<https://american.zoom.us/j/98609624609>

3 credits

Office Hours M and Th 12:30-2 pm; or by appointment

Instructor

Todd Eisenstadt, PhD

<https://www.american.edu/spa/faculty/eisensta.cfm>

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BEST WAY

Office Location

Kerwin Hall 238

Virtual meeting also
available (sign up in
Canvas)

Office Hours

Monday 12:30-2 p.m.

Thursday 12:30-2 p.m.

Course Objectives/Learning Outcomes:

If you do the readings carefully, come to class prepared to discuss them and participate fully in the range of exercises, by the end of the semester you will gain proficiency in oral and written communication and the ability to conduct policy research, as you will:

- Develop your skills in critical thinking and writing.
- Learn analytical research, such as evaluating sources, outlining and making written arguments, and integrating facts with arguments.
- Gain practice in public speaking in a range of settings, from small group discussions, to public presentations to the class.
- Hone team building and cooperation skills and empathy for others, across a span of cultures and groups, by participating in role-playing exercises where students are asked to assume roles of groups outside of their usual experience.

Additionally, you will learn about one of the most complex, multifaceted, and important policy challenges of our time, as you will:

- Understand the ethical questions inherent in the changing balance between humanity and nature;
- Be professionally conversant in global-level climate policy;
- Understand and be able to comprehensively discuss the political dynamics and diverse interests that make climate change such a difficult problem to solve politically;
- Understand climate change as a multi-dimensional problem with a range of causes, and sort out these causes in a methodical manner;
- Learn some of the broad theories of comparative politics and international relations and how to apply these to concrete problems – in this case climate change;
- Be an expert in the domestic level policy initiatives in one country, and be able to roughly compare those initiatives to what is going on in other countries;
- Evaluate alternative energy options for power generation and how these may impact our daily lives.

Course Description:

With an overwhelming scientific consensus favoring the prevalence of theories that accelerating changes in the earth's climate exist and are due to anthropogenic causes, the problem of conveying the need for policy changes to mitigate and adapt to global warming is becoming one for social scientists as much as for natural scientists. This course explores the gap between scientific consensus and political mobilization, seeking to understand the politics of climate change in the U.S., in other countries vital to any meaningful international climate change agreement, and at the international level. We will start by addressing ethical questions about humanity's interaction with nature, and about a proper role for humans in addressing nature. Interdisciplinary approaches to solving problems, inquiry-based learning (meaning a "hands on" approach to solving concrete problems using teamwork and creativity), and more extensive and direct contact with faculty.

The course will frame the specific policy debates in philosophical terms by considering assumptions about relations between humanity and nature implied in climate change discussions, and also in evolving policy objectives of "mitigation" versus "adaptation." Students will gain a fundamental understanding of climate change policy (and its obstacles) across a range of nations. We will consider the difference between how authoritarian nations and democracies frame the issue, and how vital "issue framing" is to whether public support is galvanized (or not) for solutions.

After spending the first portion of the course considering broad ethical questions about the relationship between humans and the environment and how those may be changing, we consider evidence of climate change and how public policy has addressed this problem (and not addressed it). We will review the emergence and evolution of these challenges on the global stage, considering political science theories of public opinion and interest group pluralism and how these impact what people think and how these positions are aggregated and taken up for policy consideration by politicians. Then, we will take up the strategies and choices of particular nations as a few rise up to meet the challenges, and most fail to meet such challenges. Special attention will be given to climate change policy in the United States, which has changed dramatically over the past couple of years from Obama to Trump.

While the industrialized world has been historically responsible for causing the problem over the last 150 years, scientific evidence suggests that we cannot avoid the adverse effects of climate change without reducing greenhouse gas (GHG) emissions from both developed and rapidly growing developing countries (e.g. India and China). We will spend the final weeks of the course looking at "ways forward" from the standpoint of nations, sectors, technologies, the international arena, and what individuals can do.

Class Format:

The course will be taught in a seminar and lecture format. Students are expected to come to class having read the material carefully and ready to discuss it. This course relies heavily on direct student engagement with the course material. There are many ways you can participate,

including through: small and large group discussions of reading material, in-class simulations, written and oral presentations, and peer review.

HOW GRADES WILL BE DETERMINED:

Midterm Exam: 20 percent of final grade

This will consist of at least one essay and some short answer questions, drawn from across the course to date. You will be expected to structure a rigorous argument, build your case with compelling evidence, and write clearly.

Final Exam: 20 percent of final grade.

This will consist of at least two essays and some short answer questions, drawn from across the course. You will be expected to structure a rigorous argument, build your case with compelling evidence, and write clearly.

“Profile of Your Nation” Paper and Presentation: 15 percent of final grade

The written assignment is an essay (3-5 double-spaced pages for undergraduates; 10-15 pages for graduate students) where you are asked to make an argument about the position regarding climate change of the country you are assigned for the simulation exercise. These will be “synthesis” papers, rather than research papers (although graduate students will be asked to do more research). They will require undergraduate students to cite class readings and other sources, in the development and defense of a thesis argument about your country’s performance in mitigating and adapting to climate change. Graduate students will be expected to also do a bit of outside research. You will be expected to structure a rigorous argument, build your case with compelling evidence, and write clearly. Further guidance regarding this paper will be given out. Your concise and informative 4-minute “poster session” presentation (with 3 minutes for comments by instructor and fellow students) will count for 5 percent of your “Profile” grade.

While it must have a thesis statement based on the assignment objectives – to be handed out by the instructor - and “stand alone” as an argumentative paper (rather than just a list of answers to the following questions), your report should cover most of the following questions at a minimum:

- How does the nation’s history enable or constrain its climate change policies?
- How do the nation’s level of economic development, natural resource endowments, and political regime (democracy/authoritarian/hybrid regime) affect its climate change policies?
- What interest groups are dominant in the political system, generally, and in climate change/environmental policy in particular?
- What political institutions are central to determining the nation’s climate change policy?
- What climate and/or energy policies are in place or in the pipeline?
- Who do you see as your key allies in the upcoming negotiations?
- What is your assessment of your country’s activities?

Mock Negotiation: 15 percent of your final grade

We will have our own mock UN climate change negotiation session in class. During these sessions, each student will represent the interests of the same country they researched for the “Profile of a Nation” assignment. Whereas the “Profile” assignment requires you to understand

the *interests* of your country, the research you do for this assignment requires you to understand how those interests shape your countries' *positions* in the UN climate change negotiations.

Several weeks prior to the mock negotiations, I will provide you with a list of several specific issues that you will research and that we will negotiate during the mock negotiation. Government websites and specialized media coverage (e.g, *Earth Negotiations Bulletin*, *Eco*, *Third World Network*) are an excellent starting point to research these positions, but they will be incomplete. You will also need to develop your positions based on your understanding of the domestic context in your country and how this shapes your country's interests in climate change politics. That is, this is not merely a parroting exercise but will require you to be analytical about the likely positions of your country based on what you know about how your country operates politically.

You will be graded on how well prepared you are for the mock negotiation session and how well you represent your countries' interests at the session. Specifically, there will be four components of the assignment:

Participation in Mock Prep– 20%
Mock Negotiation – 60%
Written Component – 15%
Debrief – 5%

We will post more detailed instructions describing what is required for all components of the assignments on BB several weeks ahead of time.

Additional Assignments: 20 percent of final grade (total)

In addition to general class participation, your grade will be determined by whether your participation is very strong (4), strong (3), okay (2), poor (1), or non-existent if you are absent (0), in the role-playing games, case study discussions, and in class discussions more broadly.

Class Participation: 10 percent of final grade

You will be expected to arrive on time to every course meeting well-read and prepared to actively contribute to discussions. Half of this grade will be based strictly on attendance. The other half of this grade will be determined by your participation in class, based on the instructors' tracking of who comes prepared and contributes to class discussions. Here, students will be rewarded who have done the readings and come to class with questions or exclamations related to the readings. If the class as a whole appears to arrive under-prepared on a regular basis, I reserve the right to administer pop quizzes, which may count for up to 10 percent of your grade (based on a reallocation of the aforementioned grade weightings). I will expect no disruptions (talking while someone is presenting, cell phone ringing, etc.) or any forms of failure to respect your instructor or fellow students. Such acts will be penalized here at the discretion of the instructor.

The goal is to attend all classes and to actively participate during debates and discussions. Student should demonstrate that they are thinking about the course material and trying to apply it.

Below are some good “rules of thumb” for participation, from [Villanova University’s rubric](#) and my own further specification of this.

	Strong work ¹	Needs development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on seminar	Comments frequently help move seminar conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is “tuned out”	Seldom participates and is generally not engaged

- A:** (Strong Work) Excellent attendance in lecture and laboratory meetings (at least 95%), active participation during all discussions and in-class activities; plus you must regularly ask questions or make comments which **significantly advance** the ongoing discussions rather than merely clarifying a previously expressed idea.
- B:** (Strong work/needs development) Good attendance (e.g., at least 85%), active participation during all or most discussions and in-class activities, comments often adds significantly to the ongoing discussions.
- C:** (Needs development) Satisfactory attendance (at least 75%), active participation during some or most discussions and in-class activities, comments rarely add significantly to the ongoing discussions.
- D:** (Unsatisfactory) Poor attendance (50-74%), infrequent participation during discussions and in-class activities, comments rarely or never add significantly to the ongoing discussions.
- F:** (Unsatisfactory) Poor attendance (<50%), rarely or never participates.

Grading Scale:

97-100 – A(+)	88-89 – B+	77-79 – C+	67-69 – D+	<60 – F
92-96 – A	82-87 – B	72-78 – C	62-68 – D	
90 -91 – A-	80-81 – B-	70-71 – C-	60-61 – D-	

Late Policy: You are strongly urged to hand in work on time as indicated on the syllabus in the weekly reading areas. Unless otherwise indicated, late assignments will incur the following penalties: a **1/3 grade drop per day** (i.e. an A becomes an A- starting immediately after the due date/time). Assignments more than 3 days late will not receive any credit.

Course Content on Canvas:

I have set up a course page in the “Content” area in Canvas. You will find the syllabus there as well as other resources for class.

INSTRUCTOR STATEMENT ON COVID AND PRIORITIZATION OF F2F LEARNING:

The University provided clear expectations about the wearing of masks, at least until further notice. With very few exceptions, face coverings over the nose and mouth are required at all times while indoors. Students not wearing a mask will be given a warning. If you do not comply, you will be asked to leave the classroom immediately. Students who have additional issues with the mask expectation after a first warning will be referred to Student Conduct for failure to comply with a directive of University officials. The instructor, who has been fully vaccinated, has the option of wearing a mask or teaching without one – but from a safe distance. He will try to project with a mask on, but will reserve the right to remove it if that is necessary for everyone to hear him.

This course will make extensive use of Canvas. Nearly all meetings will be face-to-face (although one or two class meeting might be “virtual” through Zoom). Attendance at all F2F meetings is mandatory; there will be no Zoom recordings of F2F classes. If the class is held virtually, “real time” attendance will also be required (“watching the video” is no substitute). Attendance will be taken and counted as participation. Office hours will be conducted F2F (and you will be asked to sign up for office hours on the Canvas calendar), but means will be found for students to attend virtually (but only if you are not able to attend F2F).

Add-On (Pass/Fail) Credit Option for Community-Service Learning Program (CSLP)

Note that this class is a Community Service Learning Program class, meaning that it will have community learning and research components. Managed by the Center for Community Engagement & Service (CCES), CSLP allows undergraduate students to earn an additional pass/fail credit linked to a course as long as the service is relevant to the coursework. All interested students must apply [online on GivePulse](#) for “Fall 2021 Community Service-Learning Program (CSLP) Registration” and the professor must approve their work in the community. Once accepted, CCES oversees the community engagement experience in collaboration with the faculty member. **Requirements:** 35 hours of relevant community service, attend orientation and 2 reflection sessions, 1 academic project (assigned by professor), and 1 blog post. **The deadline to apply is Monday, September 13.** For more information, visit the CCES [website](#) or email cblr@american.edu.

UNIVERSITY POLICIES:

Academic Integrity: *Standards of academic conduct are set forth in the university’s [Academic Integrity Code](#). By registering for this course, students have acknowledged their awareness of the Academic Integrity Code and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly and disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.*

Defining and Reporting Discrimination and Harassment: *American University expressly prohibits any form of discrimination and discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. AU does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information, or any other bases under federal or local laws in its programs and activities.*

As a faculty member, I am required to report discriminatory or harassing conduct to the university if I witness it or become aware of it – regardless of the location of the incident. There are four confidential resource on campus if you wish to speak to someone who is not required to report: Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center. If you experience any of the above, you have the option of filing a report with [University Police](#) (202-885-2527), the [Office of the Dean of Students](#) (dos@american.edu or 202-885-3300), or the [Title IX Office](#) (202-885-3373 or TitleIX@american.edu). For more information, including a list of supportive resources on and off-campus, contact [OASIS](#) (oasis@american.edu or 202-885-7070) or check out the [Support Guide on the Title IX webpage](#).

Emergency Preparedness: *In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the University be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Canvas, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the [AU website](#), and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college specific information.*

Student Code of Conduct: *The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The [Student Code of Conduct](#) is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct and they are obliged to become familiar with their rights and responsibilities as defined by the Code.*

Religious Observances: *Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send*

this notification through email to the professor. For additional information, see American University's [religious observances policy](#).

Use of Student Work: *The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.*

ACCOMMODATING SPECIAL NEEDS/REQUESTS

If you require accommodations in this course, please notify me with a letter from Academic Support Center (ASC) or Disability Support Services (DSS) early in the semester (**by the third full week of classes**) so that we can address your needs and in a timely manner. I will be glad to work with you but will not make accommodations for assignments after they are due. Note also that you will need a good (i.e. medical or “life event”) reason to have tests and assignments rescheduled, and must petition such changes in writing (with documentation) **two weeks before due dates** (with exception made only for unplanned and catastrophic events).

If you experience difficulty in this course for any reason, please don't hesitate to consult with me. I am in my office during office hours, and would be glad to schedule an appointment at eisensta@american.edu. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Academic Support and Access Center, offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle-Tompkins 228. Counseling Center offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. International Student & Scholar Services provides support for international students.

AMENDABILITY CLAUSE: The instructor reserves the right to make changes in this syllabus at any point and will communicate any such changes in class and via Canvas.

COURSE READINGS

Textbooks:

The textbooks are available for purchase at the University bookstore and are on reserve at the library.

The main textbook in the class was authored by your instructor and Stephen MacAvoy, the chair of Environmental Science. We will also use another book on climate governance, as well as one on ethics. The other readings are available as links in Canvas module “pages” or as pdf files in the same modules. The required books (on reserve and available for purchase) are:

Eisenstadt, Todd A. and Stephen MacAvoy. 2022. *Climate Change, Science, and the Politics of Shared Sacrifice*. New York: Oxford University Press. ISBN 978-0-19-006369-6. This introduces a range of topics forming a rough outline for material covered in this class, although it is a first approximation rather than the final word.

Harris, Paul G. 2021. *Pathologies of Climate Governance: International Relations, National Politics, and Human Nature*. New York: Cambridge University Press. This is a dire look at the distinctions among three arenas of climate policy contention, and what must be done internationally, domestically, and individually. ISBN 978-1-108-43753-0.

Jamieson, Dale. 2014. *Reason in a Dark Time: Why the Struggle Against Climate Change Failed – and What it Means for Our Future*. New York: Oxford University Press. ISBN 978-0-19-084588-9. This is a thoughtful primer on a range of ethical issues from a climate “fatalist,” but who believes we can thrive even with climate change if we learn some lessons.

All remaining readings can be found on the Canvas course website modules for each class.

Orienting Questions:

I encourage you to read unit orienting questions before starting the readings and keeping them in mind as you work through the readings each week. These questions will help you to get the key points from the readings and we will often discuss these questions in class as a group.

TOPICS AND READING SCHEDULE:

Unit 1: Situating the Anthropocene: From Humans as Part of Nature to Humans as Controllers of Nature:

This is an introduction to the course, a glimpse into climate change policy, and a brief discussion of philosophical and ethical issues.

Orienting Questions for Unit 1:

1) Which of the ethical standpoints outlined in the readings resonate most with you and why (more than one may resonate with you)? (i.e. Biblical dominion or stewardship, anthropocentrism, utilitarianism, Leopold’s land ethic, Pinchot’s conservation ethic, Muir’s preservation ethic, and/or ecocentrism)

2) How might our environmental ethic, or the way we define our relationship to the natural world, impact the way we create climate change policies?

3) What is the “Tragedy of the Commons” and how is that relevant?

August 29: Exercise in Cooperation; Introduction to the Course

Reading: Sengupta, Somini, “The World Needs to Quit Coal: Why is it so Hard?” in *New York Times*, November 24, 2018. <https://www.nytimes.com/2018/11/24/climate/coal-global-warming.html>

“Briefing: The three-degree world: Burning down the house,” in *The Economist* July 24th 2021 available at: <https://www-proquest-com.proxyau.wrlc.org/docview/2554603094/3DD2100F54B47AAPQ/1?accountid=8285>

Flavelle, Christopher. “Experts See Gap in Biden Climate Plans,” in *New York Times*, May 2021: A.17. Available at: <https://www-proquest-com.proxyau.wrlc.org/docview/2522532663/D2488C8C9BA64792PQ/2?accountid=8285>

Davenport, Coral and Eric Lipton, “How GOP Leaders Came to View Climate Change as Fake Science,” in *New York Times* June 3, 2017. <https://www.nytimes.com/2017/06/03/us/politics/republican-leaders-climate-change.html>

September 1: Climate Change: A Most Complex Problem

Readings: Eisenstadt and MacAvoy, 1-25.

Robbins, Paul, John Hintz, and Sarah A. Moore. 2014. *Environment and Society: A Critical Introduction*. Malden, MA: Wiley Blackwell. Pages 68-75 and 77-79.

Assignment: Class discussion of Robbins and Moore.

Optional:

Check out a great repository of climate and environment links: <http://earthweb.info/>

Pope Francis’ Encyclical on Climate Change, Available here: http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html

Basuro, Xavier and Elinor Ostrom. 2015. “Beyond the Tragedy of the Commons” excerpt reproduced in Ken Conca and Geoff Dabelko, eds. *Green Planet Blues*. Boulder, CO: Westview Press. pp.53-67. <https://www-taylorfrancis-com.proxyau.wrlc.org/chapters/edit/10.4324/9780429322204-8/beyond-tragedy-commons-xavier-basuro-elinor-ostrom>

Klenert, David, et. al. 2020. “Five Lessons from COVID-19 for Advancing Climate Change Mitigation,” in *Environmental and Resource Economics* 76, 751–778: <https://link.springer.com/article/10.1007/s10640-020-00453-w>

Unit 2: The Scope of the Climate Change Problem

Orienting Questions for Unit 2:

- 1) How compelling is evidence of climate change?
- 2) What is the evidence?
- 3) Why and how do people continue to doubt climate change?
- 4) So what can we do about it?
- 5) What is the timeframe we have to address this problem?
- 6) How do “probabilistic” risk scenarios impact how we think about this problem (as opposed to certainty)?
- 7) Who are the “winners” and “losers” of climate change?
- 8) Can the solution to the problem be “distributed equitably (and what does that even mean)?
- 9) What is polycentrism and how does it relate to climate change?

September 5: Labor Day – no class

September 8: The Evidence and History of Its Presentation

Readings: Eisenstadt and MacAvoy 32-52.

Jamieson 1-60.

Assignment: countries for “Profile of a Nation” paper given.

September 12: Moving Forward Despite the Climate Denial Problem

Readings: Jamieson 61-104.

Revkin, Andrew C. 2014. “Climate Change as News: Challenges in Communicating Environmental Science,” in DiMento, Joseph F.C. and Pamela Doughman, eds. *Climate Change: What it Means for Us, Our Children, and Our Grandchildren*. Cambridge: Massachusetts Institute of Technology Press. 227-256.

September 15: Ethical Challenges Posed by Climate Change (class to be on Zoom; professor presenting paper at American Political Science Association annual meeting in Montreal)

Readings: Jamieson 144-177.

Hansen, James, et. al. 2013. “Assessing ‘Dangerous Climate Change’: Required Reduction of Carbon Emissions to Protect Young People, Future Generations and Nature,” in *PLOS* 8 (December): 12: 1-26. https://storage.googleapis.com/plos-corpus-prod/10.1371/journal.pone.0081648/1/pone.0081648.pdf?X-Goog-Algorithm=GOOG4-RSA-SHA256&X-Goog-Credential=wombat-sa%40plos-prod.iam.gserviceaccount.com%2F20210805%2Fauto%2Fstorage%2Fgoog4_request&X-Goog-Date=20210805T232012Z&X-Goog-Expires=86400&X-Goog-SignedHeaders=host&X-Goog-

[Signature=4fdde10899560bc6c6bc2fc3e3587b3abc53686d5d5c4d5b348bb0b6c915d3c8f5b6008433851ba2baa4800ba26ea851ea513dbd3516e85e54bde84f167f5256217487c8c08c839c2763ad29fef070c9ac5f98fae5093ef8bfde72e883ce7d4a36483ce7d05d1b2a27565eca54218f2f4cb79e8ae9446995464b286e230e37462d6caec0fb82bce28b0d889a40da28d2e513f2d63de98e3eb668bccdecd73583effaedf8403080b0b0d632f0dc39f1deac799d7f7940a0018903412482d28e60a8f67b531f00e8b2bd2750410e44fe8d330796b36106c7b931e78e9d7548e13c256f3b217ab7e20687288ddedfc54277c56393b645a330c9e28a97a1bf067d42](https://croadswordclimate.climateinteractive.org/)

Familiarize yourself with <https://croadswordclimate.climateinteractive.org/>

September 19: Peak Oil and the Promise of Renewables

Readings: Eisenstadt and MacAvoy 153-176.

Assignment: Eisenstadt and MacAvoy Case Study 5.1 (Dan Barrow): “Fracking, Climate Change and the Regional Economy of Pennsylvania”

Assignment: Outlines of “Profile of a Nation” papers with thesis statement and presentation of types of evidence due. Each student must make an “office hours” appointment with instructor to discuss.

September 22: The Economics of Climate Change I

Readings: Eisenstadt and MacAvoy 223-246,

Jamieson 105-143.

September 26: The Economics of Climate Change II

Readings: Harris, Jonathan M., Brian Roach, and Anne-Marie Codur: 2019. “The Economics of Global Climate Change.” working paper at:

http://www.bu.edu/eci/files/2019/06/The_Economics_of_Global_Climate_Change.pdf

Nordhaus, William. 2019. “Climate Change: The Ultimate Challenge for Economics,” in *American Economic Review* 109 (6): 1991-2014. doi.org/10.1257/aer.109.6.1991. <https://pubs-aeaweb-org.proxyau.wrlc.org/doi/pdfplus/10.1257%2Faer.109.6.1991>, <https://pubs-aeaweb-org.proxyau.wrlc.org/doi/pdfplus/10.1257%2Faer.109.6.1991>

World Bank. 2021. “Carbon Pricing Dashboard,” available at <https://carbonpricingdashboard.worldbank.org/>

Griffin, Paul. 2017. *The Carbon Majors Database Report*. London: CDP Worldwide. <https://b8f65cb373b1b7b15feb-c70d8ead6ced550b4d987d7c03fcdd1d.ssl.cf3.rackcdn.com/cms/reports/documents/000/002/327/original/Carbon-Majors-Report-2017.pdf>

Unit 3: International Responses to Climate Change

Orienting Questions for Unit 3:

- 1) *What are liberalism and realism and how do they relate to climate change?*
- 2) *How is climate change similar or different to other international problems?*
- 3) *How good is the Paris Agreement and how should we evaluate this?*
- 4) *What kind of changes does the Paris Agreement make to the Kyoto Accord?*
- 5) *What issues were settled in the Paris Agreement and what issues were left unresolved?*
- 6) *What is the role of nations and other interest groups in the new climate framework?*
- 7) *What are nations and nation-states doing? Is it enough?*
- 8) *What is the “sectoral approach”? Which sectors represent the best chances for mitigation?*

September 29: International Relations Theory, Climate Change, and Equity Among Nations

Readings: Eisenstadt and MacAvoy 60-87.

Stone, Deborah. 1997. *Policy Paradox: The Art of Political Decision-Making*. New York: W.W. Norton. 39-60.

<http://web.b.ebscohost.com.proxyau.wrlc.org/ehost/pdfviewer/pdfviewer?vid=1&sid=b63074dc-c9e5-4fc7-842e-bc3d573400e0%40pdc-v-sessmgr02>

October 3: A Brief History of Climate Change Negotiations

Readings: Harris 31-59.

Nachmany, Michal. 2020. Global Trends in Climate Change Legislation and Litigation: 2020 Snapshot. Grantham Research Institute on Climate Change and the Environment and Centre for Climate Change Economics and Policy, London. Available at:

https://www.lse.ac.uk/granthaminstitute/wp-content/uploads/2020/07/Global-trends-in-climate-change-litigation_2020-snapshot.pdf

Optional: Sharma, Anju et. al. 2016. *Pocket Guide to the Paris Agreement*. European Capacity Building Initiative. <https://ecbi.org/sites/default/files/PocketGuide-Digital.pdf>

Assignment: Eisenstadt and MacAvoy Case Study 8.1 (Laurel Wolf): Can a German Utility Company be Sued for Flooding Damages in the Peruvian Andes?"

October 6: Loss and Damage; Assignment of Mock Negotiation Nations and Discussion

Readings: Roberts, Erin and Mark Pelling. 2018. “Climate change-related loss and damage: translating the global policy agenda for national policy processes,” in *Climate and Development* 10:1, 4-17. <https://www.tandfonline.com.proxyau.wrlc.org/doi/pdf/10.1080/17565529.2016.1184608?needAccess=true>

Broberg, Martin and Beatriz Martinez Romera. 2020. “Loss and damage after Paris: more bark than bite?” in *Climate Policy* 20:6, 661-668, DOI: 10.1080/14693062.2020.1778885. <https://www.tandfonline.com/doi/pdf/10.1080/14693062.2020.1778885?needAccess=true>

Optional: De Araujo Castro, Joao Augusto. 2015. "Environment and Development: The Case of Developing Countries" excerpt reproduced in Ken Conca and Geoff Dabelko, eds. *Green Planet Blues*. Boulder, CO: Westview Press. <https://www-jstor-org.proxyau.wrlc.org/stable/pdf/2706009.pdf?refreqid=excelsior%3A6c6f3fca11fdb12f6e2eee2a381246ef>

Assignment: Discussion of Mock negotiations.

Unit 4: National Responses to Climate Change

Orienting Questions for Unit 4:

- 1) *What variables should we consider in assessing whether nations have strong policies?*
- 2) *In the environmental area and with regards to climate change (rather than just in general), what causes some nations to have more proactive policies than others?*
- 3) *Which, if any, nations have strong climate policies? Which have the weakest?*
- 4) *What can and should be done at the subnational level to stem climate change? Is such action an important pillar of policy, or a cop-out by nation-states and the international community?*
- 5) *What does the sectoral approach entail? Which sectors are "ripe for reform"? Which are not?*
- 6) *How does climate change impact the strongest among us (economic elites)? How does this vary by sector? How does climate change impact the weakest among us (minority groups, those in climate-vulnerable nations)?*

October 10: Country presentations I

Midterm review session organized outside of class

Reading: Harris 1-30.

October 13: Country presentations II

Reading: Harris 81-104.

Assignment: check out the following websites:

Climate Action Tracker, <http://climateactiontracker.org/>

Clean Technica, Not Good Enough: Meta-Analysis of Climate INDC Studies, <http://cleantechnica.com/2015/11/23/not-good-enough-meta-analysis-climate-indc-studies/>

October 17: Review for Midterm Exam

Reading: Harris 105-130.

Readings: Cole, Daniel H. 2015. "Advantages of a polycentric approach to climate change policy," in *Nature: Climate Change* 5: 114-118. <https://www-proquest->

com.proxyau.wrlc.org/docview/1651530024?OpenUrlRefId=info:xri/sid:primo&accountid=8285

October 20: Intro to Domestic and Sectoral Strategies for Diminishing Climate Change

Readings: Eisenstadt and MacAvoy 104-129.

Assignment: Look up your country's NDC at <http://www4.unfccc.int/submissions/indc/Submission%20Pages/submissions.aspx> and evaluate the following: Is it specific in addressing how it will cut emissions? Does it set firm targets and projections? Does it seem scientifically and politically reasonable?

Assignment: Group meeting for mock negotiation.

October 24: Midterm in Class

October 27: Energy Transition, Decarbonization, and Fixing “Broken Cities”

Reading: Eisenstadt and MacAvoy 198-216.

Assignment: Broken Cities Game, Eisenstadt and MacAvoy 287-290.

Assignment: “Profile of a Nation” papers due by start of class today (in Canvas).

October 31: Trump, Biden, and Climate Change: the US Clean Power Plan case study (Note: If instructor attends UNFCCC Glasgow meeting this class will be on Nov. 18)

Reading: Harris 60-80.

Assignment: CEP Case Study by David Williams xxxx

November 3: Forests, REDD, and “Who Speaks for Nature?” (Instructor Lessons from Research)

Readings: Harris 80-129.

“Flooding in Bangladesh: Calling Out Climate Change From the High Ground
New Security Beat, August 28, 2017 Todd A. Eisenstadt & Mahfuzul Haque accessed at:
<https://www.newsecuritybeat.org/2017/08/flooding-bangladesh-calling-climate-change-high-ground/>

Assignment: We will watch and discuss video:
<https://larryengel.wixsite.com/whospeaksfornature>

Assignment: Eisenstadt and MacAvoy Case Study 3.1 (Eisenstadt and Fernando Hernandez): Forest Conservation Versus “Living off the Land”: REDD+ and the Socio Bosque Program in Ecuador

November 7: Mock negotiation I

Reading: Kumari Rigaud, Kanta et. al. 2018. *Groundswell: Preparing for Internal Climate Migration: Overview*. Washington, DC: World Bank Group. 1-11.

November 10: Mock negotiation II

Reading: Biermann, Frank and Ingrid Boas. 2008. "Protecting Climate Refugees: The Case for a Global Protocol," in *Environment: Science and Policy for Sustainable Development* 50:6 8-17. <http://web.b.ebscohost.com.proxyau.wrlc.org/ehost/pdfviewer/pdfviewer?vid=1&sid=2bd65e01-92b5-46ca-8363-14ebfc7a0226%40sessionmgr101>

Unit 5: The Politics, Ethics and Economics of Living with Climate Change and Minimizing Impacts

Orienting Questions:

- 1) *What are the chances for technological solutions to climate change and what role do they play in a multifaceted solution?*
- 2) *What are the chances for a political solution driven by national climate change policies, and what role do these play in a multifaceted solution? What are the chances for a political solution driven by international climate change policies, and what role do these play in a multifaceted solution?*
- 3) *Who is served/left out/marginalized by our current system of global climate politics and what might we do to alleviate those inequities?*
- 4) *Why is rate of change so important for 1) projecting impacts on the biosphere and 2) assessing our ability to "get ahead of the curve"?*
5. *Despite political foot dragging, do you see evidence that the energy sector has "gotten the message"? How would you speed up the transition to lower carbon energy?*
- 6) *Has your worldview evolved over the course of the semester? If so, how? If not, how/why has your pre-existing worldview been strengthened or enhanced?*
- 7) *How does climate change impact different groups? Do you think that disadvantaged groups are hit harder?*
- 8) *Is "climate justice," a specific form of "environmental justice," an issue meriting its own considerations, or just a subset of the broader category of "environmental justice" issues?*
- 7) *Are you hopeful for the future? What can and should you do to help?*

November 14: Where are International Negotiations Headed?

Readings: Eisenstadt and MacAvoy 260-287.

Taub, Ben. 2020. "The Emergency," in *The Fragile Earth: Writing from the New Yorker on Climate Change*. New York: HarperCollins Publishers. 263-288.

Nordhaus, William. 2015. "Climate Clubs: Overcoming Free-Riding in International Climate Policy," in *American Economic Review* 105 (4): 1339-13370. [dx.doi.org/10.1257/aer.15000001](https://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.15000001).
<https://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.15000001>

November 21: The Move to Decarbonization

Readings: Harris 161-197.

Rockstrom, Johan et. al. 2017. “A roadmap for rapid decarbonization,” in *Science* 355 (6331, March): 1269-1271. <https://www.rescuethatfrog.com/wp-content/uploads/2017/03/Rockstrom-et-al-2017.pdf>

November 28: Living with Climate Change

Readings: Harris 130-160.

Roberts, J. Timons. 2017. “Postface: Fragmentation, falling trust and enduring tensions over what counts as climate finance,” in *International Environmental Agreements* 17: 129-137.

Wellesley, Laura, Catherine Happer and Anthony Froggatt. 2015. “Changing Climate, Changing Diets: Pathways to Lower Meat Consumption.” London: Chatham House Report available at: https://www.chathamhouse.org/sites/default/files/publications/research/CHHJ3820%20Diet%20and%20climate%20change%2018.11.15_WEB_NEW.pdf

December 1: Society-wide Partial Solutions I

Reading: Eisenstadt and MacAvoy 312-330.

Klinenberg, Eric. 2020. “Adaptation: How can cities be ‘climate-proofed’?” in *The Fragile Earth: Writing from the New Yorker on Climate Change*. New York: HarperCollins Publishers. 431-448. In Canvas module file.

Maniates, Michael. 2015. “Plant a Tree, Buy a Bike, Save the World?” excerpt reproduced in *Global Environmental Politics: From Person to Planet*. Simon Nicholson and Paul Wapner (eds.) Boulder, London: Paradigm Publishers. Pages 269-279.

Maniates, Michael. 2019. “Beyond magical thinking,” in Kalfagianni, Agni et. al. eds. *Routledge Handbook of Global Sustainability and Governance*. New York: Routledge. 269-281. DOI: 10.4324/9781315170237-22. <https://www-taylorfrancis-com.proxyau.wrlc.org/chapters/edit/10.4324/9781315170237-22/beyond-magical-thinking-michael-maniates>

Assignment: Eisenstadt and MacAvoy Case Study 7.1 (Lillian Frame): “Fiduciary Responsibility, Climate Change, and the University Movement to Divest from Fossil Fuel Holdings”

December 5: Society-wide Partial Solutions II: Geo-engineering as Plan B

Readings: Parson, Edward. 2017. “Climate policymakers and assessments must get serious about climate engineering,” *Proceedings of the National Academy of Sciences* 114 (35): 9227-9230. DOI: 10.1073/pnas.1713456114. <https://www-pnas-org.proxyau.wrlc.org/content/pnas/114/35/9227.full.pdf>

Irvine et al. 2019. “Halving Warming with Idealized Solar Geoengineering Moderates Key Climate Hazards,” *Nature*. <https://www.nature.com/articles/s41558-019-0398-8>

Wetter, Kathy Jo and Trudi Zundel, eds. 2017. “The Case Against Geo-engineering,” Biofuelwatch, Heinrich Böll Foundation and ETC Group, accessible at https://etcgroup.org/sites/www.etcgroup.org/files/files/etc_bbf_mar2018_us_v1_web.pdf

Stilgoe, Jack. 2013. “Why has geo-engineering been legitimized by the IPCC?” in *The Guardian*, September 27. Accessible at: <https://www.theguardian.com/science/political-science/2013/sep/27/science-policy1>

December 8: Aspiring to Climate Justice and To Rationalization of Risk

Readings: Roberts, J. Timmons. 2020. “Does the arc of history bend towards climate justice? Towards and agenda for engaged research,” in Elgar Online 2020. In Canvas module file.

Diffenbaugh, Noah S. and Marshall Burke. 2019. “Global warming has increased global economic inequality,” in Proceedings of the National Academy of Sciences 2019-05-14, Vol.116 (20), p.9808-9813 accessed at: <https://www.pnas.org/content/pnas/116/20/9808.full.pdf>

Worland, Justin. 2020. “Why the Larger Climate Movement is Finally Embracing the Fight Against Environmental Racism,” in *Time* (July 22, 2020). <https://time.com/5864704/environmental-racism-climate-change/>

Palmer, Lisa. 2013. “Providing aid before climate disasters strike,” in *Nature: Climate Change* 3 (October): 857-858. <https://www-proquest-com.proxyau.wrlc.org/docview/1447194763/fulltextPDF/78A0686CE615421EPQ/1?accountid=8285>

Assignment: Eisenstadt and MacAvoy Case Study 9.1 (Gabriella Siegfried): What does Hurricane Katrina Reveal about Environmental Justice in Climate-Related Disasters?”

THE INSTRUCTOR WILL HOLD ONE OPTIONAL FINAL EXAM REVIEW ON ZOOM DECEMBER 9 AT A TIME CONVENIENT TO THE MOST PEOPLE AND HE WILL MAKE A RECORDING AVAILABLE

December 12: Final Exam 2:30-5 p.m.

Assignment: Eisenstadt and MacAvoy Exercise 9.1: Exploring Your Carbon Footprint

Additional Logistical Information:

- o **Email:**

- Students are responsible for checking AU email daily. This is a habit you will need to observe throughout college and in your career. That is where syllabus updates made in Canvas announcements will also be sent; the instructor reserves the right to change the syllabus as new relevant sources appear.
 - Allow one business day for me to answer emails. If you send an email after 5pm Eastern on a Friday, you may expect a response on Monday.
- o **Extensions:**
- Read the syllabus and mark assignment deadlines on your own calendars.
 - You are entitled to extensions for religious observances; military obligations; disability-related accommodations; technology challenges; and family and medical emergencies. I will consider requests related to work study obligations toward tuition and AU expenses or if you have other papers or exams that fall on the same day. But those are the only extensions I will consider.
- o **Course engagement, attendance, and participation:**
- This is a discussion-based course, not a lecture series. I will incorporate the Socratic Method into our classes, meaning I may “cold call” on students. Come prepared to answer questions about course readings. Check the syllabus for class participation preparation questions for particular units.
 - Your course engagement score can reflect a combination of factors, including: responding to questions; attending office hours, improving your contributions over time; contributing to small group discussions / breakouts; setting and meeting a personal goal (such as listening more actively or being open to opposing views); supplementing your course work with outside readings and discussions; helping a classmate understand the readings; peer-critiquing a classmate’s work; or any other contribution to our learning community.
- o **Universal design for learning:**
- This course will assess your knowledge of the material; higher-order engagement with course concepts; persuasive communication; use of evidence to construct reasoned and logical arguments; improvement; engagement with peers’ and instructor’s ideas and questions; bravery; and respectful and thought-provoking contributions to the learning community.
 - This course will not assess: native English language proficiency; disability or neurodiversity; prior knowledge or pre-formed opinions; political belief or expression; identity; access to professional and personal networks; trauma history; or any other factor unrelated to work in our course. You are free to mention related personal experience (as it is an important part of your knowledge base and shapes your perspective), but the instructor will grade only that which is deemed related to the course.
 - Students are responsible for bringing requests for accommodations—including ASAC or other individualized needs- to your professor.
- o **Speech and expression:**
- College is a time to engage with challenging ideas and material. We benefit from our diverse learning community. All voices are welcome. You are responsible for

defending your arguments with class materials and other verifiable evidence. We debate ideas grounded in fact, not talking points or individuals' worth.

- College is also an adult learning community. Students are responsible for presenting their concerns to Prof E and/or to the class.
- o **Office hours** (F2F or virtual in 2021)
 - If you are unable to attend my scheduled office hours, please email me.
 - I will answer short and procedural questions by email (with enough lead time) and am happy to go over ideas for papers and more complex matters (like discussing grades or assignments) in office hours. I do not review completed drafts of assignments.
- o **Canvas and technology:**
 - Students will submit papers and assignments via Canvas. Please submit in an Office app such as Word or PPT. I cannot accept submissions in Pages. Please note that you can save your pages or Google documents as a PDF and upload them.
 -
- o **Grading:**
 - I will sometimes ask a student to rewrite and resubmit an assignment. If I do not request a rewrite, you will not have the opportunity to submit one.
 - Your grade will reflect your performance on course requirements. I will not grant requests for extra credit, which would be unfair to other students.
 - At the end of the semester I will round total course grades up from X.51%. I will not grant individual requests to round up a grade.
- o **Recommendation letters:**
 - Do not list me as a reference until you have spoken with me.
 - I require at least one week between your request for a letter and the deadline. If I agree to write a letter, you will complete and send the rec letter request form as soon as possible and no later than one week before the deadline. Include the deadline, addressee name and contact info, and information about the job/internship. I am available to discuss career development and graduate school during office hours, but not in the session before a major course assignment is due.
 - I will not write a recommendation letter until after I have graded two major course assignments.
 - You do not need to earn an A in my class to earn a recommendation letter. I do need to know you, however. Come to office hours. If my office hours conflict with your other obligations, contact me and make an appointment. Do not assume that I will write a recommendation letter for all students who earned a high grade on papers and exams.
 - I write the strongest recommendation letters for students who are thoughtful, reliable, prepared, open-minded, and respectful of opposing points of view, and who work well with their groups.
- o **Careers:**
 - Please make use of the career center for assistance with resumes, cover letters, and shaping your job searches.

- I am happy to answer questions about grad school or career paths but request that students use exam period office hours only for course-related meetings.