

POLITICS OF CLIMATE CHANGE

HON 446-03/HON 456-03
TuTh 4 pm to 5:15
Fall 2020
Remote

Rodger A. Payne
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502 852-3860 (forwarded to me)

Office hours (remote via phone or Blackboard Collaborate Ultra)

M 2:00 to 3:15 pm

W 3:30 to 4:45 pm

And by appointment. Please email 24 hours in advance of any intended meetings.

This honors seminar focuses on the politics of climate change, arguably the most pressing issue of the twenty-first century. Students will further develop skills valued by the College of Arts and Sciences and wider University. Students will hone their ability to think critically and analytically, to conduct research, and to communicate their thoughts effectively in various written and verbal formats. Moreover, students will develop a greater understanding and appreciation of diverse cultures. Class members will ultimately be expected to identify various stakeholders, conceptualize and analyze their interests, and explain and critique climate politics using important theories from various academic disciplines.

Students will develop a thorough understanding of the major political issues related to this enormous problem. Many important questions are explored:

- What does the best scientific evidence suggest about climate change and how is that evidence employed in public debate?
- How can ordinary people come to understand and evaluate the scientific evidence?
- Can the international community act to prevent, mitigate or adapt to ongoing climate change in a timely fashion?
- What dilemmas do countries like the U.S., China, and Germany face when deciding whether to act to prevent, mitigate, or adapt to climate change in a timely fashion?
- Will resource scarcities associated with climate change, including likely food and water shortages, significantly increase the risks of famine, state failure, and/or war?
- What political, economic, and social obstacles stand in the way of meaningful action to address climate change?
- What political, economic, and social factors might promote meaningful action?

To answer these questions, students will study the interests and resources of numerous nation-states, including all major powers, as well as the role of non-state actors in creating and/or resolving climate change. The class will focus significant attention on the international negotiations following up the United Nations Framework Convention on Climate Change. Finally, the class will examine a variety of potential domestic, international, and transnational solutions to climate change.

Everyone should plan to attend all remote class sessions well-prepared to contribute to an ongoing and vibrant dialogue. Because of its small size, this class will be conducted as a seminar, meaning that students are expected to participate actively. Students must therefore view online

materials and read and complete corresponding assignments in advance of class meetings, engage regularly and meaningfully in discussions, and exhibit advanced analytical, speaking, and writing abilities. Students may also participate in class discussions via Blackboard, but it is meant to be a supplement to classroom engagement, not a complete substitute.

Writing is an integral aspect of thinking and learning; thus, this course will include various paper assignments and essays. Anyone who needs significant help with writing should meet privately with me, make use of the campus Writing Center (in Ekstrom Library), and/or use other appropriate university writing resources. All writers can benefit from feedback and revision is an integral part of the creative process. Students will have the opportunity to revise all papers (other than the peer review) in a timely fashion.

Course requirements: Grades will be determined based on student participation in regular class discussions, as well as performance on two short writing assignments (4 to 7 pages), a peer review (2-3 pages), and a research paper (7 to 10 pages). Students will not take traditional exams in this seminar.

There are 400 total points possible for the semester's work:

Class participation	20%	80 points
Short paper #1	20%	80 points
Short paper #2	25%	100 points
Peer review	5%	20 points
Final research paper	30%	120 points
TOTALS	100%	400 points

The 7 to 10-page (DS typed) research paper project (worth 120 points; 30%) will require students to use and hone an array of research, writing, and analytical skills. Due at the end of the semester, papers should focus on the climate politics of a specific nation-state other than the U.S. The instructor will distribute an assignment handout by September 4. Class members will complete two drafts; the first will be read and analyzed by a peer reviewer (20 points; 5%). Students should edit their final draft based on peer feedback. The final product must be submitted electronically through Blackboard's Safe Assign tool as well as in paper form. Work independently on projects, though it is acceptable to share information about research resources.

Anyone who needs help with writing should meet privately with me, make use of the campus Writing Center (located in Ekstrom Library), and/or use other appropriate university writing resources. All writers can benefit from feedback, and revision is an integral part of the creative process.

Late papers will receive significantly lower grades (penalty of 3% per calendar day).

Given the weight of participation (80 points; 20%), it is very important that students partake regularly in class discussions. Participation credit can be earned in Blackboard discussions, but students need to contribute to the dialogue in a timely fashion, responding to one another, as well as to instructor question prompts. Blackboard Discussion Boards will appear and disappear as appropriate through the semester. On average, students will have about two weeks to comment and interact on particular topics.

Students must work independently on their paper projects, though it is acceptable to share information about research resources. Class members caught cheating on any course assignment will fail. Obviously, plagiarism is a significant form of cheating and students should be careful to credit sources appropriately. Paper projects must be submitted electronically through Blackboard's Safe Assignment tool.

Limited extra credit (up to 15 points) will be available and will be posted to Blackboard. Because campus events have been canceled or are tentative at best, the instructor will post multiple extra credit opportunities on Blackboard. These will generally require 30 to 60 minutes of student time watching a video on YouTube or some other openly available source. Students seeking extra credit should watch the posted video, write a one-page summary of what was learned from the content, and turn the paper into Blackboard. The instructor will set up Extra credit upload links on the Blackboard Journal tab. Students can submit 3 papers worth 5 points each. All extra credit submissions are due by December 7.

Grading:

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	00-59

Operations: I will post a copy of this syllabus, links to online reading, writing assignments, and all other pertinent course information on the Blackboard page for this class. As this is a remote course, please check your university email account regularly for any updates regarding schedules or assignments.

Most class sessions will be shorter than the assigned 75 minutes. This is because students are expected to view any posted recordings or Power Point slides in advance of each class. Those viewings will be part of the class session, but students will have some flexibility in engaging with them. All readings are posted as of the first day of class, but recordings and slides will be uploaded 48 to 72 hours before a class.

I will hold regular office hours remotely M 2:00 to 3:15 pm and W 3:30 to 4:45 pm. To make an appointment, email me one to two working days in advance of your desired meeting time: r.payne@louisville.edu. You may phone my office at 502 852-3860 Monday – Friday 9 am to 6 pm and the call will be forwarded to me. I tend not to answer unidentified/blocked number calls unless I know you are calling. I am able to retrieve voice messages remotely and will do that regularly. I can meet on other dates and times Monday-Friday but would strongly prefer to set all appointments in advance.

In addition to telephone appointments, I am also willing to conduct office hours via Blackboard Collaborate Ultra or Microsoft Teams (available on Blackboard's Tool list). A separate Teams login is required, but it uses your University identity and password.

Please acquire this textbook. Note: the publisher sells a \$30 paperback and a \$20 E-book directly. Used copies may be available from other vendors.

Harris, Paul G. *What's Wrong with Climate Politics and how to Fix It*. Polity Press (available from Wiley), 2013. <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0745652514.html>

Students should also read a daily newspaper that features extensive coverage of climate change, such as the *The New York Times*, *Los Angeles Times*, or *Washington Post*. These papers are available online. The *Post* is currently running a special academic rate of \$1.25 per week, though it begins with four weeks for \$1. <https://subscribe.washingtonpost.com/acqlite/edu-offer/> The *NYT* student rate is currently \$1/week: <https://www.nytimes.com/subscription/education/student?campaignId=6WYWY> The *LAT* is running a special of \$1 for 8 weeks. <https://lat.ms/3ikvYDC>

I will make the necessary accommodations for disabilities that effect a student's ability to attend class, to learn the material, or to complete the assignments in a timely fashion. Students who believe they may have a disability that will affect their learning are strongly encouraged to contact the Disabilities Resource Center to identify their statutory rights and obligations.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#).

DAILY CLASS AGENDA

Week 1 INTRODUCTION TO GLOBAL ENVIRONMENTAL POLITICS

August 18: Expectations and syllabus distribution. Class member introductions.

August 20 What is GEP? Actors, interests, issues. Power?

Read: Harris pp. 33-41; Andonova & Mitchell;

Week 2 FRAMING ENVIRONMENTAL POLITICS: PESSIMISTS

August 25 Malthus. The "limits to growth." Carrying capacity.

Read: Elwell; Club of Rome summary; and Turner & Alexander.

August 27 Tragedy of the commons. Solutions?

Read: Hardin; Levitt and Thomas

Week 3 FRAMING 2: OPTIMISTS, SKEPTICS, & MARKET ENVIRONMENTALISTS

September 1: Cornucopians. The skeptical environmentalist.

Read: Aligica; Turner; Lomborg (2).

September 3 Liberal environmentalism.

Read: Krugman.

Week 4 CLIMATE SCIENCE

September 8 Global consensus?

Read: Cook et al; Ripple et al.

Investigate: www.ipcc.ch

Paper #1 assigned.

September 10 IPCC on global climate change. Impacts, vulnerability and mitigation.

IPCC Summary for Policymakers.

Week 5 CLIMATE DENIAL AND DOUBT

September 15 Politics of climate denial. Who funds denial and doubt?

Read: Michaels; Dunlap.

September 17: ExxonMobil and climate denial.

Read: Supran and Oreskes.

September 17: Paper #1 due by 4 pm.

Week 6 CLIMATE GEOPOLITICS

September 22 The geopolitics of climate change.

Read: Harris ch. 1-2-3; Jurčová; Payne (2007).

September 24 Violent Conflict?

Read: Bernauer, Böhmelt, and Koubi; Sakaguchi, Varughese and Auld

Week 7 INTERNATIONAL COOPERATION?

September 29 UNFCCC Negotiations, Kyoto, Copenhagen, Paris. How the sausage is made.

Read: Cléménçon; Payne 2018

October 1 Beyond Paris?

Read: Boräng et al; Milkoreit.

Week 8

October 6 Fall Break!!

October 8 NATIONAL FOCUS: CHINA AND THE US

Great Power Politics in the 21st Century

Read: Sunstein; and review Harris ch. 3.

Recommended: Payne & Payne.

Paper #2 assigned.

Week 9 NATIONAL POLITICS: US & AROUND THE WORLD

October 13 Climate policy and litigation around the world.

Read: Nachmany et al (skim); Setzer and Byrnes (skim); Hook

October 15 Public opinion in the US.

Read: Tyson and Kennedy

October 16 FYI: Last day to withdraw from classes at UofL.

FRIDAY October 17 Paper #2 due by 5 pm.

Week 10 US STRATEGY 2020 AND BEYOND

October 20 Trump administration policies. An eco-right?

Read: Nuccitelli; Keyes et al; Cooper.

October 22 Green New Deal? Biden Plan.

Read: Gunn-Wright and Hockett; Biden Climate Plan (skim)

Week 11 PEOPLE-CENTERED DIPLOMACY; JUSTICE

October 27-29 Human rights, differentiated responsibility: new normative aspirations.

Read: Harris ch. 5-6, 8.

Week 12 ENVIRONMENTAL MOVEMENT POLITICS

November 3 **National election (no class)**

November 5 Climate change as a 21st century social problem: mobilization & celebrity

Read: Jung

Week 13 RETHINKING CLIMATE POLITICS & ECONOMICS

November 10: Draft papers due for peer review by 4 pm.

November 10 Disobedience

Read: Lemons and Brown; McKibben

Examine: Climate Disobedience Center & PopularResistance.org websites.

November 12 Disinvestment

Read: Arabella Advisors

Week 14 SUSTAINABILITY AND HAPPINESS; POLITICAL WILL

November 17 The ills of consumerism and affluence.

Read: Harris ch. 4.

November 19 Overcoming consumerism with wellbeing?

Read: Harris ch. 7.

November 19: Peer comments due by 4 pm.

Week 15 A BETTER FUTURE?

November 24: Optimism or pessimism about the future? Reframing climate politics. New narratives.

Toward collective global action.

Read: Merry; Tosun and Schoenefeld.

November 26 **Thanksgiving holiday (no class)**

Week 16 CONCLUSIONS

December 1 Final thoughts.

December 7: Final papers due by noon.

NOTE: The syllabus is subject to change by the instructor in the event of extenuating circumstances. Any changes will be announced in class or on Blackboard, and it is the student's responsibility to be aware of all such changes. Missing class is not an excuse for being unaware of changes that have been made.

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