

POLS 362 Global Environmental Politics
Fall 2009; MWF 9-9:50; Natural Resources 108

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Office Hours: W 1-2:30; and by appointment

**I will respond to class-related e-mails between the hours of 11pm and 2:30pm 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 or consult one of your classmates.*

Course Description

This course introduces students to the study and practice of global environmental politics, with particular emphasis on the issue of global climate change. Despite advances in scientific understanding of the natural dimensions of climate change, humans have had considerable difficulty developing effective policy responses to one of the greatest challenges of the twenty-first century. 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 power and authority, the role of the market in solving global environmental problems, etc. This course explores these "human dimensions" issues, through a review of general theories of global environmental politics as well as a detailed examination 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. Much of the semester will be devoted to analyzing climate change politics and policy making as it unfolds in real time in the international arena (culminating with the Copenhagen climate change negotiations in December) as well as in the U.S. Senate.

This course relies 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 and the issue of climate change. Course sessions will typically consist of interactive discussions of course readings, 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 global environmental politics (especially related to the problem of climate change) and to evaluate different strategies for addressing such problems. 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 related to policy making on global environmental issues;
- be familiar with a range of policy instruments for controlling greenhouse gas emissions;
- be able to compare and evaluate different approaches to climate policy;
- 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.

Ken Conca and Geoffrey Dabelko, eds. (2004). *Green Planet Blues: Environmental Politics from Stockholm to Johannesburg*. Boulder: Westview Press.
Worldwatch Institute. 2009. *State of the World: Into a Warming World*. New York: W.W. Norton and Company.

All additional readings will be available electronically via RamCT.

Students should also subscribe to The Daily Climate newsletter which compiles news stories from around the world on all things climate change related. To subscribe, go to <http://www.dailyclimate.org/>

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, actively engaging in group projects, participating in online discussions about climate change news or local events, and generally displaying a willingness to help others work through course concepts. 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 heavy (80-100 pages/week). All assigned readings are required and should be completed before the class for which they are assigned. We live in an information age and future professionals need to learn how to wade through large volumes of information to identify important ideas. To help develop this skill and facilitate productive class discussions, students are expected to complete reading summaries for **each** assigned reading (unless otherwise noted). Summaries should be written in paragraph form and submitted electronically via RamCT. Summaries should address the following questions:

1. What is the central argument or main point of the reading?
2. How well is the argument supported/point developed?
3. What assumptions are embedded in the reading and what implications does this have?
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?

On occasion, students will be asked to complete a homework assignment (the syllabus will indicate whether this is in place of or in addition to the reading summaries). These should also be submitted electronically via RamCT unless noted otherwise. Summaries and homework assignments will be evaluated periodically on a pass/fail basis. Students who successfully complete 90% of the evaluated reading summary/homework assignments will receive full credit for this portion of the final grade. Those completing fewer than 90% will receive a score equal to the percentage of summaries/assignments completed. **No late summaries or homework assignments will be accepted unless the student has a university-approved excuse.**

Mid-term exam (25%; 100 points). A take-home mid-term exam will be **due on October 7**. The exam will be distributed in class 1 week before the due date.

Research paper (30%; 120 points). Each student will write a research paper (3,000-4,000 words) on climate change politics and policy making in one of the countries listed below. Final papers will be **due on November 13** (a peer-review of paper drafts will be completed the week before the papers are due). Specific guidelines to be distributed separately.

- Australia
- Canada
- Denmark
- Mexico
- Saudi Arabia
- United Kingdom
- Bangladesh
- China
- India
- Nigeria
- South Africa
- United States
- Brazil
- Czech Republic
- Japan
- Russia
- Tuvalu

Negotiation simulation (15%; 60 points). Working on the same country selected for the research paper, students will participate in a multi-day simulation of the Copenhagen climate change negotiations. Students will work in teams representing their country's interests with respect to particular issues on the negotiating agenda. Students will turn in a negotiation portfolio **due on December 11**. Specific guidelines to be distributed 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.

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 1/3 of a letter grade (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 TO GLOBAL ENVIRONMENTAL POLITICS

8/24 Introduction and Overview

8/26 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)

- 8/28 Historical Context
- Clapp and Dauvergne, ch. 3, pp. 45-82.
 - Conca and Dabelko, Introduction, pp. 1-12

Homework (in addition to reading summaries): Submit three choices for the country you would like to focus on for the research project and negotiation simulation.

- 8/31 Global Environmental Problems on the International Agenda
Depending on the first letter of your last name, read one of the following:
- A-K: *GEO-4* Chapter 3: Land (pp. 39-80)
 - L-R: *GEO-4* Chapter 4: Water (pp. 81-114)
 - S-Z: *GEO-4* Chapter 5: Biodiversity (pp. 157-194)

Homework (in place of reading summaries): Answer the following questions and be prepared to report to the rest of the class:

- What are the major trends related to environmental degradation of [land/water/biodiversity]?
- What are the key drivers of environmental change?
- What kinds of evidence do we rely on to identify these trends and drivers? Are there key areas of uncertainty?
- What are the central challenges/opportunities for addressing these problems?

- 9/2 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.

- 9/4 Worldviews (con't)
- Clapp and Dauvergne, ch. 8, pp. 221-243

9/7 NO CLASS-Labor Day

II. UNDERSTANDING CLIMATE CHANGE: THE BIOPHYSICAL AND HUMAN DIMENSIONS

A. The Scientific Basis

- 9/9 The Greenhouse Effect
- Hare, *A Safe Landing for the Climate*, in Worldwatch Institute, pp. 13-29.
 - The National Academies. 2008. *Understanding and Responding to Climate Change: Highlights of National Academies Reports*. (23 pp)

- 9/11 Attend one of the following sessions of the International Colloquium on Global Environmental Sustainability.
For details on location, go to <http://wsprod.colostate.edu/cwis30/2007/main/files/adtest.asp>
- Pathways to Sustainable Business
 - Long-Term Agricultural Growth and Soil Sustainability
 - Comparative Approaches in Human Sciences to Sustainability and Poverty

(Note that the sessions run from 9-10:30. You may leave early if you have a 10:00 class)

Homework: Submit a bibliography of 10 sources related to climate change politics and policy making in your assigned country (See guidelines posted on RamCT in the "Research Project" folder).

- 9/14 Climate Impacts and Vulnerability
- Pew Center on Climate Change, 2009. Climate Change 101: Science and Impacts. Available at <http://www.pewclimate.org/docUploads/Climate101-Science-Jan09.pdf>.
 - Three readings in the Worldwatch volume (do one reading summary for all three)
 - Aguilar, Women and Climate Change: Vulnerabilities and Adaptive Capacity, pp. 59-62
 - Cameron, Small Island Developing States at the Forefront of Global Climate Change, pp. 71-74
 - Osman-Elasha, Building Resilience to Drought and Climate Change in Sudan, pp. 92-95.

Homework (in addition to reading summaries): Submit two paragraph on the session you attended of the International Colloquium on Global Environmental Sustainability. Your response should 1) summarize the main topics covered in the session and 2) consider whether/how the session relates to global environmental politics.

B. Science and Policy

- 9/16 Use of Science in Decision-making
- Jasanoff, Skinning Scientific Cats, in Conca and Dabelko, pp. 179-182.
 - Oreskes-Pielke discussion on consensus in climate change (one reading summary for all)
 - Naomi Oreskes. 2004. Beyond the Ivory Tower: The Scientific Consensus on Climate Change. *Science* 306: 1686.
 - 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.

9/18 Climate Skepticism

- 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

- 9/21 Where do emissions come from?
- World Resources Institute Climate Analysis Indicator Tool: <http://cait.wri.org/>

Homework: For your assigned country, answer the following questions (be sure to bring a copy to class):

- What were the total GHG emissions in 2005?
- What percent of the 2005 world total GHG emissions is your country responsible for?
- Where does your country rank in terms of total GHG emissions? Per capita GHG emissions?
- How much have your country's emissions changed between 1990 and 2005?
- What were CO₂ emissions by sector in 2005?
- How does this compare to the world CO₂ emissions by sector in 2005?
- Write 1-2 paragraphs reflecting on the implications of this data for climate change politics and policymaking at the international level and/or within your assigned country.

9/23 Globalization

- Clapp and Dauvergne ch. 2, pp. 19-43.
- Wang and Watson, Trade, Climate Change and Sustainability, in Worldwatch Institute, pp. 88-89.

- 9/25 Population
- Sen, Women Poverty and Population: Issues for the Concerned Environmentalist, in Conca and Dabelko, pp. 358-367
 - United Nations Population Fund, Footprints and Milestones: Population and Environmental Change, in Conca and Dabelko, pp. 368-372.

Homework (in addition to reading summaries): Calculate your personal carbon footprint at <http://www.nature.org/initiatives/climatechange/calculator/> Bring a hard copy of results to class instead of posting to RamCT.

- 9/28 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.

D. Links to other social concerns

- 9/30 Economics and 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.
- 10/2 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.
 - CNA Corporation. 2007. National Security and the Threat of Climate Change. Available at <http://securityandclimate.cna.org/report/>.
- 10/5 Equity and Justice
- Conca and Dabelko pp. 333-338;
 - J. Timmons Roberts and Bradley C. Parks. 2007. *A Climate of Injustice: Global Inequality, North-South Politics, and Climate Policy*. Cambridge, MA: The MIT Press, pp. 1-24.
 - Chawla, Climate Justice Movements Gather Strength, in Worldwatch Institute, pp. 119-121.
- 10/7 NO CLASS-Mid-term Exam Due

III. GOVERNING CLIMATE CHANGE

- 10/9 Tragedy of the Commons
- 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.

A. Multilateral Treaty Negotiations

- 10/12 The Kyoto Protocol
- UNEP, Multilateral Environmental Agreements: A Summary, in Conca and Dablko pp. 147-155

- Engelman, Sealing the Deal to Save the Climate, in Worldwatch Institute, pp. 169-188.
- 10/14 The Kyoto Protocol (con't)
- Kate O'Neill. 2009. *The Environment and International Relations*. Cambridge: Cambridge University Press, pp. 104-134.
- Homework (in place of reading summary): Based on O'Neill's discussion, how would you rate the effectiveness of the Kyoto Protocol?
- 10/16 The Road to Copenhagen
- Joanna Depledge. 2008. Crafting the Copenhagen Consensus: Some Reflections. *Reciel* 17(2): 154-165.
 - Mukul Sanwal. 2009. Reflection on the Climate Negotiations: A Southern Perspective. *Climate Policy* 9: 330-333.
- B. National Government Responses
- 10/19 Industrialized Countries
- Miranda Schreurs. 2003. Divergent Paths: Environmental Policy in Germany, the United States, and Japan, *Environment* 45(8): 9-17.
 - 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.
- 10/21 The Energy Transition
- Sawin and Moomaw, An Enduring Energy Future, in Worldwatch Institute, pp. 130-150.
- 10/23 The United States
- 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.
 - Pew Center on Climate Change. 2009. At A Glance: American Clean Energy and Security Act of 2009. Available at <http://www.pewclimate.org/docUploads/Waxman-Markey-short-summary-revised-June26.pdf> (the Pew Center website has more detailed analyses of the bill as well).
- 10/26 Carbon Markets
- Kaufman, Using the Market to Address Climate Change, in Worldwatch Institute, pp. 103-106.
 - Boyd et al. 2007. The Clean Development Mechanism: An assessment of current practice and future approaches for policy. Tyndall Center for Climate Change Research, Working Paper 114. Available at http://www.tyndall.ac.uk/publications/working_papers/twp114.pdf.
- 10/28 Developing Countries
- 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.
 - Readings in the Worldwatch Institute volume (one reading summary for all):
 - Mehra, India Starts to Take on Climate Change, in Worldwatch Institute, pp. 80-83.
 - Liu, A Chinese Perspective on Climate and Energy, in Worldwatch Institute, pp. 84-87.
 - World Resources Institute. 2009. National Climate Change Strategies: Comparative Analysis of Developing Country Plans.

- 10/30 New Technologies
- John Virgoe. 2009. International Governance of a Possible Geoengineering Intervention to Combat Climate Change. *Climatic Change*. 95(1/2): 103-119.
 - Lenny Bernstein, Arthur Lee and Steven Crookshank. 2006. Carbon Dioxide Capture and Storage: A Status Report. *Climate Policy*. 6(2): 241-246.

C. Beyond National Governments

- 11/2 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.

11/4 NO CLASS

Homework: Turn in a draft paper to your peer-review group no later than 5pm (use the "Discussion Tool" on RamCT).

11/6 Peer review of Research Paper

Homework: Complete peer-review form for two papers from your group. Come to class prepared to provide constructive comments to your group.

11/9 NGOs

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

11/11 Individual action

- 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.

Homework Assignment (in addition to reading summary):

Look at the following websites:

- TerraPass
- NativeEnergy
- ClimateCare
- Colorado Carbon Fund

A friend has asked you for advice regarding the purchase of carbon offsets for a flight from Denver to New York. Which of these companies (if any) would recommend and why? Be clear about the criteria used in your evaluation and how the different companies rank on these criteria.

11/13 NO CLASS—**Research Papers Due**

11/16 State and local responses

- Michele M. Betsill and Barry G. Rabe. 2009. Climate Change and Multilevel Governance: The Evolving State and Local Roles, in Mazmanian and Kraft (eds.) *Towards Sustainable Communities, 2e*. (The MIT Press), pp. 201-225.

- 11/18 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, pp. 99-108.
 - Ann Rappaport. 2008. Campus Greening: Beyond the Headlines. *Environment*. 50(1): 6-16.
 - American College and University Presidents Climate Commitment website
- 11/20 Climate Change at CSU
- Colorado State University. 2008. The Green University Website
 - Jennifer Hattam. 2008. 10 Schools that Get It. *Sierra*. (Sept./Oct.).

Homework (in place of reading summaries): How does CSU compare to some of the schools in the country?

11/23-11/27 NO CLASS-Fall Break

11/30- Negotiation Simulation

- 12/7
- Readings TBD

12/9- Report from Copenhagen

- 12/11
- Review *Earth Negotiations Bulletin* reports of the Copenhagen conference. Available at http://www.iisd.ca/process/Climate_atm.htm#climate

Negotiation Portfolio Due 12/11

12/16 Optional meeting (7-9am) to discuss developments at the Copenhagen conference