

**FALL 2021 GOVT 696/796 Comparative Environmental Politics:
The Social Sciences and Climate Change
Wednesday 5:30-8:00 p.m.**

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Office Hours: M and Th 1-2 pm; 8-9 p.m. Wed (after class), or by appointment F2F or via Zoom

Zoom office hours link:

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

This graduate course explores social science theories and debates surrounding climate change and related environmental issues such as the transition to renewable energy sources and the implications of increasing strains on natural resources such as water. Parting from social science frames for environmental problems, such as the tragedy of the commons within scholarly literature on “the collective action problem,” the course looks concretely at the explanatory strengths and limitations of the social sciences in explaining climate change and related environmental problems. The course looks at international, national, and subnational interest groups and actors across a range of cases around the world and also considers the role of individual behavior. Open to MA and PhD students, enrollment is limited to 20 students as the course will be based heavily on discussion and written assignments.

We will address debates within 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 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 affect 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). These considerations of national positions vis-à-vis international climate change negotiations will come to the fore in the last section of the course, where students will apply policy and governance knowledge directly through in-class United Nations simulations. Each student will research national positions, and subsequently represent one of the 10-15 national actors in the United Nations Framework Convention on Climate Change (UNFCCC) which your instructor has chosen to best embody tensions and debates between developed and developing nations in the ongoing negotiations.

Books required for purchase or use of library reserves, as we will read them in their entirety:

Cullenward, Danny and David G. Victor. 2021. *Making Climate Policy Work*. Medford, MA: Polity Press. ISBN 9781509541805.

Eisenstadt, Todd A. and Stephen MacAvoy. *Climate Change, Science, and the Politics of Shared Sacrifice*. New York: Oxford University Press. ISBN: 9780190063696

We will also read several chapters each of the following:

Mildenberger, Matto. 2020. *Carbon Captured: How Business and Labor Control Climate Politics*. Cambridge: Massachusetts Institute of Technology Press. ISBN 9870262538251

Stokes, Leah Cardamore. 2020. *Short Circuiting Policy: Interest Groups and the Battle over Clean Energy and Climate Policy in the American States*. New York: Oxford University Press. ISBN 78019074265

LEARNING OUTCOMES

At the end of this course, students will be able to:

Present alternative theories to explain a particular empirical problem or question using a rigorous social science research design.

Apply empirical social science methodologies to researchable questions.

Inventory an array of methodological approaches and techniques available to you as a researcher, considering the strengths and weaknesses of each.

Analyze the relationship between a range of methodological approaches and techniques and the concrete research problems these may be used to evaluate.

Critique theories and approaches with regard to overall validity as well as with regard to their utility in “tractably” answering research questions.

Critically examine other researchers’ work, grounding your own judgment in theories and approaches covered in the course.

Conceive and design your own research project using the language of positivist social science research design.

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 while you are 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 meetings 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).

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 resources 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 \(oasis@american.edu\)](mailto: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 have a disability and might 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. 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 Center (x3360, MGC 243) 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 (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.
Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.

COURSE REQUIREMENTS

Grades will be determined by the following:

1. **Five** assignments will be required for submission **24 hours before class** in the form of short essays, posted on Canvas so your classmates and instructor can read them, analyzing a week's readings with regard to methodological considerations. You should analyze and critique at least three related readings. Your instructor will give more guidance on the first day of class. Together these will count for **20 percent** of your grade overall (4 percent each).
2. Active **participation in class every week**, meaning that you are prepared to discuss any required reading when I call on you by name, and that you are prepared to offer thoughtful contribution of critiques of the readings and colleagues' presentations. This will account for **20 percent** of your grade. NOTE THAT ACTIVE PARTICIPATION INCLUDES POSTING QUESTIONS ON THE READINGS 24 HOURS BEFORE CLASS MEETS ON THE CANVAS DISCUSSION THREAD FOR THE WEEK

This is a graduate class, and hence the forms that participation takes should be intuitive. Nevertheless (and because the rubric below may be useful to you as an instructor), I offer further specification of participation. You will be expected to arrive on time to every course meeting well-read and prepared to actively contribute to discussions. 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 participation 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 at the discretion of the instructor.

A WORD ON ELECTRONIC DEVICES IN THE CLASSROOM: I do not want to police your use of laptops and other devices for class purposes. But just for the record, any student who uses their electronic devices for non-class purposes will lose points from the participation grade. My policy is based on the fact that multi-tasking during class on your laptop, texting, and any use of cell phones is disruptive to the learning environment.

How you take notes is your business. Still, I would encourage you to consider the virtues of writing class notes in a notebook (“old school”), and not your computer. Transfer the important notes to your computer after class as a way of reviewing the material. Studies show that taking notes by hand, rather than laptop, increases student learning. See [Scientific American](#) for details.

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

	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

3. There will be an in-class midterm exam consisting of three essay questions (which instructor will discuss with you in advance) worth **10 percent** of your grade.
4. As you are preparing your research paper for presentation, you will be asked to critique the drafts of two other students as a peer reviewer. This will **constitute 5 percent of your grade**.
5. For MA students: A 12-15-page term paper on an issue you choose in consultation with the instructor related to and integrating course readings. More guidance will be given in class during the early weeks of the semester. You will need to submit a one-paragraph summary of your topic and thesis to the instructor for approval **BY OUR SECOND MEETING**. **The completed paper will count for 25 percent of your grade and will be due on the first day of finals week (it will be your “final” grade).**

For PhD students: A 15-20-page research paper or research design, on an issue you choose in consultation with the instructor related to and integrating course readings. More guidance will be given in class during the early weeks of the semester. You will need to submit a one-paragraph summary of your topic and thesis to the instructor for approval **BY OUR SECOND MEETING**. **The completed paper will count for 25 percent of your grade and will be due on the first day of finals week (it will be your “final” grade).**

6. You will be given 20 minutes to make a presentation on a given date and will be responsible for submitting a 10-page (at least) partial draft of your paper on the Friday before your scheduled presentation. Submission of the draft and its presentation will be worth an additional **10 percent** of your grade, and your colleagues will be graded (as part of their participation grade) for feedback/critiques given during a 15-minute Q and A period after each presentation. Class presentation dates are noted in the syllabus with an asterisk (*) after that day's subject heading.
7. You will be asked to "role play" in six case studies presented in the Eisenstadt and MacAvoy book (written by grad students last year, as well as a few by undergraduates). Your preparation, before class, of six "talking points" positions based on assignments by your instructor the week before, will count for 10 percent of your grade. The cases are listed as assignments in the Canvas "Pages" area of each week's module, and on the syllabus.

"Amendability" clause: By taking this class, you agree to adhere to the rules and schedule presented on this syllabus, but also acknowledge the instructor's right to alter them, as necessary, and accept that while I will seek to notify all students of any changes via Canvas, these changes will likely first be announced in class, and all students are responsible for all material covered in class, as well as for the readings.

Before class please read: "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*, 2021: A.17. Available at:

[Biden Promises to 'Build Back Better.' Some Climate Experts See Trouble. - The New York Times \(nytimes.com\)](https://www.nytimes.com/2021/07/24/us/politics/biden-climate-plans.html)

September 1: Week 1: Introduction to Environmental Politics in the Context of Climate Change

The Scope of the Problem

Harrison, Kathryn and Lisa McIntosh Sundstrom. 2007. "The Comparative Politics of Climate Change." *Global Environmental Politics* 7 (4): 1-18. DOI: 10.1111/j.1541-1338.2011.00504.x, <https://onlinelibrary-wiley-com.proxyau.wrlc.org/doi/pdfdirect/10.1111/j.1541-1338.2011.00504.x>

Strauch, Yonathan, Angela Carter & Thomas Homer-Dixon. 2020. However the pandemic unfolds, it's time for oil use to peak—and society to prepare for the fallout, *Bulletin of the Atomic Scientists*, 76:5, 238-243, DOI: 10.1080/00963402.2020.1806577. <https://www-tandfonline-com.proxyau.wrlc.org/doi/pdf/10.1080/00963402.2020.1806577>

Eisenstadt and MacAvoy, 1-26, 33-52.

Subsuming the Environment under "Climate"

Zanocco, Chad, et. al. "Place, proximity, and perceived harm: extreme weather events and views about climate change," in *Climatic Change* 149: 349-365. doi/10.1007/s10584-018-2251-x. <https://link-springer-com.proxyau.wrlc.org/content/pdf/10.1007/s10584-018-2251-x.pdf>

Science, Politics, and the Anthropocene

Stefen, Will, et. al. 2015. "The trajectory of the Anthropocene: The Great Acceleration," in *The Anthropocene Review* 2 (1): 81-98. DOI: 10.1177/2053019614564785. <https://journals-sagepub-com.proxyau.wrlc.org/doi/pdf/10.1177/2053019614564785>

Simangan, Dahlia. "Where is the Anthropocene? IR in a new geological epoch," *International Affairs* 96 (1). 211-224. doi: 10.1093/ia/iiz248. (FIND READING ON CANVAS)

September 8: Week 2: Social Science Theories

ASSIGNMENT: SOME TEN STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS

Collective action and tragedy of the commons

Hardin, Garrett, 1968. "The Tragedy of the Commons," *Science* (162). DOI: 10.1126/science.280.5364.682. <https://science-sciencemag-org.proxyau.wrlc.org/content/280/5364/682>

Mildenberger, Matto. 2019. "The Tragedy of 'the Tragedy of the Commons,'" *Scientific American*. <https://blogs.scientificamerican.com/voices/the-tragedy-of-the-tragedy-of-the-commons/>

Interest group politics

Meckling, Jonas, Nina Kelsey, Eric Biber and John Zysman. 2015. "Winning Coalitions for Climate Policy." *Science* 349 (6253): 1170-1171. DOI: 10.1126/science.aab1336. <https://science-sciencemag-org.proxyau.wrlc.org/content/sci/349/6253/1170.full.pdf>

Aklin, Michael and Matto Mildenberger, 2019. "Prisoners of the wrong dilemma: why distributive conflict, not collective action, characterizes the politics of climate change," *Global Environmental Politics* 20:4. doi.org/10.1162/glep_a_00578. <https://muse-jhu-edu.proxyau.wrlc.org/article/772367>

Helm, Dieter. 2010. "Government Failure, Rent Seeking and Capture: The Design of Climate Change Policy," in *Oxford Review of Economic Policy* 26:2, 182-196. (READING ON CANVAS)

Individual rights and political psychology

Caney, Simon. 2012. "Just Emissions," in *Philosophy and Public Affairs*, 40:4. DOI: 10.1111/papa.12005. <https://onlinelibrary-wiley-com.proxyau.wrlc.org/doi/pdfdirect/10.1111/papa.12005>

Maniates, Michael F. 2001. "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics* 1(3). DOI: 10.1162/15263800131688139. (READING ON CANVAS)

Cseh, Arpad. 2019. "Aligning climate action with the self-interest and short-term dominated priorities of decision-makers," in *Climate Policy* 19:2: 139-146. <https://doi.org/10.1080/14693062.2018.1478791>. <https://www-tandfonline-com.proxyau.wrlc.org/doi/pdf/10.1080/14693062.2018.1478791?needAccess=true>

Gardiner, Stephen M. 2011. *A Perfect Moral Storm: The Ethical Tragedy of Climate Change*. New York: Oxford University Press. NEED GAME THEORY CHAPTER.

DOI:10.1093/acprof:oso/9780195379440.001.0001. <https://oxford-universitypressscholarship-com.proxyau.wrlc.org/view/10.1093/acprof:oso/9780195379440.001.0001/acprof-9780195379440>

September 15: Week 3: Defining Parameters: Science, Politics, Economics

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

The Debate over 1.5 degrees C and its Proponents

Intergovernmental Panel on Climate Change (IPCC). 2018. IPCC, 2018: Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty [Masson-Delmotte, V., P. Zhai, H.-O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, DOI: 10.1111/padr.12234. https://www.ipcc.ch/site/assets/uploads/sites/2/2019/06/SR15_Full_Report_Low_Res.pdf

The Economic Costs of Mitigating Climate Change

Eisenstadt and MacAvoy, Chapter 7

Colgan, Jeff D., Jessica F. Green, and Thomas N. Hale. 2020. "Asset Revaluation and the Existential Politics of Climate Change," *International Organization*. doi:10.1017/S0020818320000296. <https://www-cambridge-org.proxyau.wrlc.org/core/services/aop-cambridge-core/content/view/0963988860A37F6988E73738EA93E0A1/S0020818320000296a.pdf/div-class-title-asset-revaluation-and-the-existential-politics-of-climate-change-div.pdf>

Ross, Michael L., Chad Hazlett and Paasha Mahdavi. 2017. "Global Progress and Backsliding on Gasoline Taxes and Subsidies," *Nature Energy* 2(1): 16201. DOI:10.1038/nenergy.2016.201. <https://www-proquest-com.proxyau.wrlc.org/docview/2219067090?pq-origsite=primo&accountid=8285>

Gillingham, Kenneth and James H. Stock. 2018. "The Cost of Reducing Greenhouse Gas Emissions," *Journal of Economic Perspectives* 32: 4, 53-72. doi=10.1257/jep.32.4.53. <https://pubs.aeaweb.org/doi/pdfplus/10.1257%2Fjep.32.4.53>

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>

McKinsey Global Institute. 2020. "Climate Risk and Response: Physical hazards and socioeconomic impacts." January 2020. <https://www.mckinsey.com/business-functions/sustainability/our-insights/climate-risk-and-response-physical-hazards-and-socioeconomic-impacts#>

The Political Ambition Gap

Keohane Robert O. and Michael Oppenheimer. 2016. "Paris: Beyond the Climate Dead End through Pledge and Review?" *Politics and Governance* 4. doi.org/10.17645/pag.v4i3.634. <https://www.cogitatiopress.com/politicsandgovernance/article/view/634/634>

Allan, Jen Iris. 2019. "Dangerous Incrementalism of the Paris Agreement," *Global Environmental Politics* 19:1. DOI: 10.1162/glep_a_00488. <https://muse-jhu-edu.proxyau.wrlc.org/article/718516/pdf>

Sachs, Noah M. 2019. "The Paris Agreement in the 2020s: Breakdown or Breakup?" *Ecology Law Quarterly*. doi.org/10.15779/Z38H708140.

<http://web.a.ebscohost.com.proxyau.wrlc.org/ehost/pdfviewer/pdfviewer?vid=1&sid=64c7a84e-7ea0-416e-b930-93abd5fd9bdf%40sessionmgr4006>

Pahle, Michael et. al. "Sequencing to Ratchet up Climate Policy Stringency," in *Nature Climate Change* 2018? doi.org/10.1038/s41558-018-0287-6. <https://www-nature-com.proxyau.wrlc.org/articles/s41558-018-0287-6.pdf>

September 22: Week 4: The International Relations Problem I: The Shortcomings of International Institutions

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

ASSIGNMENT: PREPARE CASE 8.1 (RWE VERSUS HUARAZ): LAST NAME A-L PLEASE TAKE POSITION OF DEFENDANT RWE AND LAST NAMES M-Z PLEASE TAKE POSITION OF CLAIMANT LLIUYA.

The Paris Agreement and the UN System

Eisenstadt and MacAvoy, Chapter 3.

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.proxyau.wrlc.org/doi/pdfplus/10.1257%2Faer.15000001>

Graham, Erin R. and Alexandria Serdaru. 2020. "Power, Control, and the Logic of Substitution in Institutional Design: The Case of International Climate Finance," in *International Organization* 74 (fall): 671-706, doi:10.1017/S0020818320000181. <https://www-cambridge-org.proxyau.wrlc.org/core/services/aop-cambridge-core/content/view/99D35210A7489241420A0E254A845059/S0020818320000181a.pdf/div-class-title-power-control-and-the-logic-of-substitution-in-institutional-design-the-case-of-international-climate-finance-div.pdf>

Pauw, W.P. (give full names) et. al. 2019. "Conditional Nationally Determined Contributions in the Paris Agreement: Foothold for Equity or Achilles Heel?" in *Climatic Policy* 143: 503. doi.org/10.1080/14693062.2019.1635874. <https://www-tandfonline-com.proxyau.wrlc.org/doi/pdf/10.1080/14693062.2019.1635874?needAccess=true>

The International Institutions We Need versus the International Institutions We Have

Tooze, Adam. "Why Central Banks Need to Step Up on Global Warming." *Foreign Policy*. <https://foreignpolicy.com/2019/07/20/why-central-banks-need-to-step-up-on-global-warming/>

Stokes, Chapter 3, 68-107.

Conca, Ken, Joe Thwaites, and Goueon Lee. 2017. "Climate Change and the UN Security Council: Bully Pulpit or Bull in a China Shop?" *Global Environmental Politics* 17 (2): 1-20. doi:10.1162/GLEP_a_00398. <https://muse-jhu-edu.proxyau.wrlc.org/article/659036/pdf>

McCubbins, Matthew and Thomas Schwartz. 1984. "Congressional Oversight Overlooked: Police Patrols versus Fire Alarms," in *American Journal of Political Science* 28:1, 165-179.

DOI:10.1093/oxfordhb/9780199646135.013.11. <https://www-oxfordhandbooks-com.proxyau.wrlc.org/view/10.1093/oxfordhb/9780199646135.001.0001/oxfordhb-9780199646135-e-11>

Dimitrov, Radoslav. 2020. "Empty Institutions in Global Environmental Politics," *International Studies Review* 2020: 626-650. doi: 10.1093/isr/viz029. (READING ON CANVAS)

September 29: Week 5: The International Relations Problem II: the Fight for (Resource) Shares

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

ASSIGNMENT: PREPARE CASE 5.1 (FRACKING IN PA): LAST NAME A-G PLEASE TAKE POSITION OF GREEN PARTY, H-M PLEASE TAKE DEMOCRAT POSITION AND N-Z PLEASE TAKE THE POSITION OF THE REPUBLICAN CANDIDATE

The New Value of Water

Tir, Jaroslav and Douglass Stinnett. 2012. "Weathering Climate Change: Can Institutions Mitigate International Water Conflict?" *Journal of Peace Research* 49 (1): 211-225. DOI: 10.1177/0022343311427066. <https://journals-sagepub-com.proxyau.wrlc.org/doi/pdf/10.1177/0022343311427066>

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The National Intelligence Council. 2021. *Global Trends 2040*. Section 2.3 (environment and energy) and section 4 (looking to the future). DOI: 10.1111/padr.12413. <https://onlinelibrary-wiley-com.proxyau.wrlc.org/doi/pdfdirect/10.1111/padr.12413>

Bazilian, Morgan et. al. “Four Scenarios of the Energy Transition: Drivers, Consequences and Implications for Geopolitics,” *WIREs Climate Change*: e625. DOI: 10.1002/wcc.625. <https://onlinelibrary-wiley-com.proxyau.wrlc.org/doi/pdfdirect/10.1002/wcc.625>

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Busby, Joshua W. 2021. “Beyond International Conflict: The Emergent Practice of Climate Security,” in *Journal of Peace Research*. DOI: 10.1177/0022343320971019. <https://journals-sagepub-com.proxyau.wrlc.org/doi/pdf/10.1177/0022343320971019>

Overland, Indra et. al. 2019. “The GeGaLo index: Geopolitical gains and losses after energy transition,” *Energy Strategy Reviews* 26, 1-16. DOI: 10.1016/j.esr.2019.100406. <https://reader.elsevier.com/reader/sd/pii/S2211467X19300999?token=287F7789E752E3D8FA55925CFA1F31B91347609D57BA6A70596E4CB317835736E83B667A2D62E8D095A7DB1AFFE188FF&originRegion=us-east-1&originCreation=20210630010345>

October 6: Week 6: Domestic Politics and the Correlates of Emissions

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

Eisenstadt and MacAvoy, 104-126.

Cullenward and Victor, 1-69.

Bulkeley, Harriet e. al. 2012. “Governing Climate Change Transnationally: Assessing the Evidence from a Database of Sixty Initiatives,” in *Environment and Planning C: Government and Policy* 30(4): 591-612. doi:10.1068/c11126. <https://journals.sagepub.com/doi/pdf/10.1068/c11126>

Regime Type and Emissions

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Vulnerability and Emissions

Eisenstadt, Fiorino, and Stevens. 2019. “National environmental policies as shelter from the storm: specifying the relationship between extreme weather vulnerability and national environmental performance,” in *Journal of Environmental Studies and Sciences* 9: 96-107. DOI: 10.1007/s13412-018-0523-4. <https://link-springer-com.proxyau.wrlc.org/content/pdf/10.1007/s13412-018-0523-4.pdf>

Fossil Fuels and Emissions

Eisenstadt and MacAvoy, 155-180.

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Renewables and Emissions

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<https://www.tandfonline.com/toc/rbul20/76/5>

Vakulchuk, Roman et. al. 2020. “Renewable Energy and Geopolitics: A Review,” in *Renewable and Sustainable Energy Reviews*, No 122, 1-12. DOI: 10.1016/j.rser.2019.109547.

<https://reader.elsevier.com/reader/sd/pii/S1364032119307555?token=46C0B0C56A13985DAA871F5109202CDFB4DB22C2CD262989DF12B867A4A39F3CD7694CA124721438F86E8F31460F5DD3&originRegion=us-east-1&originCreation=20210630011049>

Roberts, David. “A beginner’s guide to the debate over 100 percent renewable energy: Is it the right target? Is it even possible?” Vox 2017 <https://www.vox.com/energy-and-environment/2017/4/4/14942764/100-renewable-energy-debate>

October 13: Week 7: Markets Versus States

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

ASSIGNMENT: PREPARE CASE 4.1, WITH THE PHD STUDENTS TAKING NEW YORK, MA STUDENTS B-J TAKING ALABAMA, MA STUDENTS K-MCKENNA TAKING OKLAHOMA, AND MA STUDENTS MENGUITSU-Z TAKING MONTANA

The Market Solution: Emissions Trading Systems and “Green Profitability”

Mann, Chapter 5 (99-122).

Schor, Juliet B. and Andrew K. Jorgenson. “Is it Too Late For Growth?” in *Review of Radical Political Economics* 2019 51 (2) 320-329. pDs:O//dIo: i1.o0r.g1/107.171/0774/806486616314314919883311109 <https://journals-sagepub-com.proxyau.wrlc.org/doi/pdf/10.1177/0486613419831109>

Pollin, Robert. “Degrowth versus a Green New Deal,” in *New Left Review* 112 (July-August 2018). s:O//dIo: i1.o0r.g1/107.171/0774/80648661631431491988333522. <https://journals-sagepub-com.proxyau.wrlc.org/doi/pdf/10.1177/0486613419833522>

Gunningham, Neil. 2020. Financing a low-carbon revolution, *Bulletin of the Atomic Scientists*, 76:5, 228-232, DOI: 10.1080/00963402.2020.1806573.

[Financing a low-carbon revolution \(wrlc.org\)](https://www.wrlc.org/financing-a-low-carbon-revolution)

The Regulatory Solution: Carbon Taxes, Industrial Policy, and Green New Deals

Cullenward and Victor, 70-173.

Ocasio-Coretez, Alexandria et. al. H. Res. 109, Recognizing the Duty of the Federal Government to Create a Green New Deal. 116th Congress. <https://www.congress.gov/bill/116th-congress/house-resolution/109/text>

Cordero, Michelle. 2019. "The Green New Deal: What's in the resolution, how much would it cost, and would it even stop global warming?" in Heritage Explains. Heritage Foundation. <https://www.heritage.org/renewable-energy/heritage-explains/the-green-new-deal>

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Climate Litigation as a Possibility

Eskander, Shaikh M.S.U. and Sam Fankhauser. 2020. "Reduction in Greenhouse Gas Emissions from National Climate Legislation." *Nature: Climate Change*: <https://doi.org/10.1038/s41558-020-0831-z> (accessed July 20, 2020). <https://doi.org/10.1038/s41558-020-0831-z>. <https://www-nature-com.proxyau.wrlc.org/articles/s41558-020-0831-z.pdf>

Grantham Research Institute on Climate Change and the Environment. 2020. Climate Change Laws of the World. Accessed July 7, 2020 at: <https://climate-laws.org/>

Green, Fergus. 2017. "The Normative Foundations of Climate Legislation," in Averchenkova, Alina, Sam Fankhauser, and Michal Nachmany. eds. *Trends in Climate Change Legislation*. Northampton, MA: Edward Elgar Publishers. 85-107. ISBN: 978 1 78643 577 4. https://static1.squarespace.com/static/5a6355a0a8b2b0e6e97bc8be/t/5a70594ee2c4831f5bb0d52f/1517312338836/The+Normative+Foundations+of+Climate+Legislation_pre-print+version.pdf

October 20: Week 8: Interest Groups and Capture

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

ASSIGNMENT: PREPARE CASE 7.1 (DIVESTITURE AT AU) WITH LAST NAME A-L PLEASE TAKE POSITION OF STUDENT DIVESTITURE MOVEMENT AND LAST NAMES M-Z PLEASE TAKE POSITION OF BOARD OF TRUSTEES.

Climate Populism

Huber, Robert A. Lukas Fesenfeld & Thomas Bernauer. 2020. "Political Populism, Responsiveness, and Public Support for Climate Mitigation." *Climate Policy*, 20 (3): 373-386. <https://doi.org/10.1080/14693062.2020.1736490>. <https://www-tandfonline-com.proxyau.wrlc.org/doi/pdf/10.1080/14693062.2020.1736490?needAccess=true>

"Big Oil" and Industry Subsidies

Mann, Ch 6 (123-146)

Vormedal, Irja, Lars H. Gulbrandsen, and Jon Birger Skjaereth. 2020. "Big Oil and Climate Regulation: Business as Usual or a Changing Business?" *Global Environmental Politics* 10: 1-23. https://doi.org/10.1162/glep_a_00565. <https://muse-jhu-edu.proxyau.wrlc.org/article/772373>.

Kyra Bos, Joyeeta Gupta. 2018. "Climate change: the risks of stranded fossil fuel assets and resources to the developing world." *Third World Quarterly* 39 (3), 436-453.

<https://doi.org/10.1080/01436597.2017.1387477>. <https://www-tandfonline-com.proxyau.wrlc.org/doi/pdf/10.1080/01436597.2017.1387477?needAccess=true>

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>

Umair, Irfan (2019), "Fossil fuels are underpriced by a whopping \$5.2 trillion," *Vox*, May 17. <https://www.vox.com/2019/5/17/18624740/fossil-fuel-subsidies-climate-imf>

Burke, Anthony and Stefanie Fishel. 2020. "A coal elimination treaty 2030: Fast tracking climate change mitigation, global health, and security," *Earth System Governance* 3 (2020).

<https://doi.org/10.1016/j.esg.2020.100046>.

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Sowing Division through Doubt: the Return of the Cigarette Lobby in Climate Guise

Mann, 147-178.

Penney, Veronica. 2020. "How Facebook handles climate disinformation," *New York Times*.

<https://www.nytimes.com/2020/07/14/climate/climate-facebook-fact-checking.html>

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>

Foot-dragging and Running Out the Clock in Support of Climate Change Measures

Eisenstadt, Todd, Jennifer Lopez and Karl VonZabern. 2021. "Electoral Time Horizons Versus Climate Change Time Horizons: Term Limits, Political Interests, and Climate Mitigation," typescript to be distributed if ready.

Mildenberger, Matto. 2020. *Carbon Captured: How Business and Labor Control Climate Politics*. Cambridge, MA: Massachusetts Institute of Technology Press. 39-64, 199-234.

Cass, Own. 2017. "https://newrepublic.com/article/154014/climate-deniers-hysterical-alarmists Climate Change Activists are the Real Climate Science Deniers," *The New Republic*, May 1.

Check out: Sabin Center for Climate Change Law, Silencing Science Tracker:

<https://climate.law.columbia.edu/Silencing-Science-Tracker>

October 27: Week 9: Polycentrism, Norms, and Climate Policies

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

ASSIGNMENT: PREPARE CASE 3.1 (FOREST PROTECTION AND REDD IN ECUADOR): LAST NAME A-G PLEASE TAKE POSITION OF MINISTRY OF HYDROCARBONS, H-M PLEASE TAKE MINISTRY OF ENVIRONMENT POSITION AND N-Z PLEASE TAKE THE MINISTRY OF CULTURE POSITION

The Polycentrism Disconnect between International, National, and Local

Jordan, Andrew J. et al. eds. 2015. "Emergence of polycentric climate governance and its future prospects," in *Nature: Climate Change* 5: 977-982. DOI: 10.1038/NCLIMATE2725. <https://www-nature-com.proxyau.wrlc.org/articles/nclimate2725.pdf>

Morrison, Tiffany H. et. al. 2017. "Mitigation and adaptation in polycentric systems: sources of power in the pursuit of collective goals," in *WIREs Climate Change* 8: e479, DOI: 10.1002/wcc/479. <https://onlinelibrary-wiley-com.proxyau.wrlc.org/doi/pdfdirect/10.1002/wcc.479>

Ostrom, Elinor. 2010. "Polycentric Systems for Coping with Collective Action and Global Environmental Change." *Global Environmental Change*: 20 (4): 550-557. doi:10.1016/j.gloenvcha.2010.07.004. <https://reader.elsevier.com/reader/sd/pii/S0959378010000634?token=7D88D512C3B242341796FD266E4DD4A9CCB0C3DD2749F3989D0932CC4BEA8CA196D5E0FA5DD12EFDEE3DABC629328842A&originRegion=us-east-1&originCreation=20210630012711>

Eisenstadt, Todd A., Tawfique Haque, Michael Toman, and Matthew Wright. 2021. "Levels of Governance and Accountability for Climate Adaptation: Lessons from a National Survey in Bangladesh." Typescript.

"End Runs" Around Nation-States (Subnational Climate Politics)

Stokes, Chapters 1 and 2, 1-67.

Adua, Lazarus. 2021. "US states initiation of energy efficiency policies in the era of climate change: Throwing a searchlight on the influence of political leadership," in *Environmental Science and Policy* 115: 133-142. <https://doi.org/10.1016/j.envsci.2020.09.021>.

Are Norms Changing with Regard to Climate?

Blondeel, Mathieu, Jeff Colgan, and Thijs Van de Graaf. 2019. "What Drives Norm Success? Evidence from the Anti-Fossil Fuel Campaigns," *Global Environmental Politics* 19 (4): 63-84. DOI: 10.1162/glep_a_00528. <https://muse-jhu-edu.proxyau.wrlc.org/article/741673>

Allan, Bentley B. 2017. "Producing the Climate: States, Scientists, and the Constitution of Global Governance Objects," *International Organization* 71 (1): 131-162. doi:10.1017/S0020818316000321. <https://www-cambridge-org.proxyau.wrlc.org/core/services/aop-cambridge-core/content/view/D3E3B10F8ACC38895B609D99EC23A382/S0020818316000321a.pdf/div-class-title-producing-the-climate-states-scientists-and-the-constitution-of-global-governance-objects-div.pdf>

November 3: Week 10: Slow Harms and the Climate "Surprise"

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

FOUR STUDENTS WILL PRESENT

Calculating long-term risk

Nixon, Rob. 2013. *Slow Violence and the Environmentalism of the Poor*. Cambridge, Mass: Harvard University Press. DOI: 10.1353/mfs.2013.0055. <https://muse-jhu-edu.proxyau.wrlc.org/article/534076>

Javeline, Debra, Tracy Kijewski-Correa and Angela Chesler. 2019. “Does It Matter If You ‘Believe’ in Climate Change? Not for Coastal Home Vulnerability,” in *Climatic Change* 155 (4): 511-532. <https://doi.org/10.1007/s10584-019-02513-7>. <https://link-springer-com.proxyau.wrlc.org/content/pdf/10.1007/s10584-019-02513-7.pdf>

Rudebusch, Glenn. 2019. “Climate Change and the Federal Reserve,” Federal Reserve Bank of San Francisco. <https://www-proquest-com.proxyau.wrlc.org/docview/2251242465?accountid=8285&pq-origsite=primo>

Trout, J.D. 2007. “The Psychology of Discounting: A Policy of Balancing Biases,” in *Public Affairs Quarterly* 21:2, 201-220. ISSN: 0887-0373. https://www-jstor-org.proxyau.wrlc.org/stable/40405599?sid=primo&seq=2#metadata_info_tab_contents

The insurance industry and natural disasters

The Economist 2020. “Hotting up – How much can financiers do about climate change?” <https://www.economist.com/taxonomy/term/76972/ransomware?page=2637>

Peterson, Matthew. 2001. “Risky Business: Insurance Companies in Global Warming Politics,” *Global Environmental Politics* 1:4, 18-42. DOI: 10.1162/152638001317146354. <https://www-proquest-com.proxyau.wrlc.org/docview/56090577?pq-origsite=primo>

Christophers, Brett et al. “Stretching Scales? Risk and sociality in climate finance,” in *Economy and Space* 2020. 52(1): 88-110. DOI: 10.1177/0308518X18819004. <https://journals-sagepub-com.proxyau.wrlc.org/doi/pdf/10.1177/0308518X18819004>

November 10: Week 11: In class midterm exercise

November 17: Week 12: Adaptation, Inequality, and Climate Justice

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

ASSIGNMENT: PREPARE CASE 9.1 (REBUILDING NEW ORLEANS AFTER HURRICANE KATRINA): LAST NAME A-L PLEASE TAKE POSITION OF “NEW BNOBC” AND LAST NAMES M-Z PLEASE TAKE POSITION OF “THE LOWER NINTH COALITION.”

THREE STUDENTS WILL PRESENT

Adaptation: the Other Wicked Problem

Javeline, Debra. 2014. “The Most Important Topic Political Scientists are Not Studying: Adapting to Climate Change,” *Perspectives on Politics* 12:2, 420-434. DOI: 10.1017/S1537592714000784. <https://www-cambridge-org.proxyau.wrlc.org/core/journals/perspectives-on-politics/article/most-important-topic-political-scientists-are-not-studying-adapting-to-climate-change/3DD8FDADA9E71034B2479ADE742137DB>

Black, Richard, et al. 2011. "Climate Change: Migration as Adaptation," *Nature* 478: 447-449. DOI: 10.1038/478477a. <https://www-nature-com.proxyau.wrlc.org/articles/478477a>

Metzger, Jonathan, et. al. 2021. "The flexibility gamble: challenges for mainstreaming flexible approaches to climate change adaptation," in *Journal of Environmental Policy & Planning*. <https://doi.org/10.1080/1523908X.2021.1893160>. <https://www-tandfonline-com.proxyau.wrlc.org/doi/pdf/10.1080/1523908X.2021.1893160?needAccess=true>

Ayers, Jessica. 2011. "Resolving the Adaptation Paradox: Exploring the Potential for Deliberative Adaptation Policy-Making in Bangladesh," in *Global Environmental Politics* 11:1 (February): 62-88. DOI: 10.1162/GLEP_a_00043. <https://muse-jhu-edu.proxyau.wrlc.org/article/414256>

Climate Change as Inequality Accelerator

Burk, Marshall, Solomon M. Hsiang, and Edward Miguel (2015), "Global non-linear effect of temperature on economic production," *Nature* 527. doi:10.1038/nature15725. <https://www-nature-com.proxyau.wrlc.org/articles/nature15725.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/>

Lomborg, Bjorn, "The Poor Need Cheap Fossil Fuels," in *New York Times*, December 3, 2013. <https://www.nytimes.com/2013/12/04/opinion/the-poor-need-cheap-fossil-fuels.html>

Hendrix, Cullen S. and Stephan Haggard. 2015. "Global Food Prices, Regime Type and Urban Unrest in the Developing World," in *Journal of Peace Research* 52 (2): 143-157. DOI: 10.1177/0022343314561599. <https://journals-sagepub-com.proxyau.wrlc.org/doi/pdf/10.1177/0022343314561599>

Markkanen, Sanna and Annela Anger-Kraavi. 2019. "Social impacts of climate change mitigation policies and their implications for inequality," in *Climate Policy* 19:7 827-844. <https://doi.org/10.1080/14693062.2019.1596873>. <https://www-tandfonline-com.proxyau.wrlc.org/doi/pdf/10.1080/14693062.2019.1596873?needAccess=true>

Climate Justice and Fairness

Klinsky, Sonja et. al. 2017. "Why Equity is Fundamental in Climate Change Policy Research," *Global Environmental Change* 44:170-173. <http://dx.doi.org/10.1016/j.gloenvcha.2016.08.002>. <https://reader.elsevier.com/reader/sd/pii/S0959378016301285?token=399016F77AC54A13D6994AB30132B255E4B36E85FC435D0077EBB7DA73BD57BAD953F08140808D916E90099C6D91CEEC&originRegion=us-east-1&originCreation=20210630013512>

Newell, Peter and Andrew Simms. "How did we do that? Histories and political economies of rapid and just transitions," in *New Political Economy* 2020. <https://doi.org/10.1080/13563467.2020.1810216>. <https://www-tandfonline-com.proxyau.wrlc.org/doi/pdf/10.1080/13563467.2020.1810216?needAccess=true>

Roberts, J. Timmons. 2019. "Does the Arc of History Bend towards Climate Justice? Towards an Agenda for Engaged Research," in Paul G. Harris, ed. *A Research Agenda for Climate Justice*. Northampton, MA: Edward Elgar Publishing. 163-176.

December 1: Week 13: National Climate Change Policies

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

FOUR STUDENTS WILL PRESENT

Harris, Paul G. 2021. *Pathologies of Climate Governance: International Relations, National Politics and Human Nature*. New York: Cambridge University Press. 60-130.

Eisenstadt and MacAvoy, 260-290.

Saha, Sagatom. 2020. The climate risks of China's Belt and Road Initiative, *Bulletin of the Atomic Scientists*, 76:5, 249-255, DOI: 10.1080/00963402.2020.1806584 Accessed at: <https://www-tandfonline-com.proxyau.wrlc.org/doi/pdf/10.1080/00963402.2020.1806584?needAccess=true>

December 8: Week 14: Reframing the Big Picture

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

FOUR STUDENTS WILL PRESENT

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>

Mildenberger, Matto and Leah Stokes. 2020. "The Trouble with Carbon Pricing," *Boston Review*, September 24. ISSN: 0734-2306. <https://www-proquest-com.proxyau.wrlc.org/docview/2469844075?pq-origsite=primo&accountid=8285>

Paterson, Matthew, 2020. "Climate change and international political economy: between collapse and transformation," in *Review of International Political Economy*. <https://doi.org/10.1080/09692290.2020.1830829>. <https://www-tandfonline-com.proxyau.wrlc.org/doi/pdf/10.1080/09692290.2020.1830829?needAccess=true>

December 15: Week 15: The Disconnect Between Rational Individuals and Irrational Collective Choices

ASSIGNMENT: SEVERAL STUDENTS WILL BE REQUIRED TO SUBMIT ESSAYS; OTHERS SHOULD POST COMMENTS IN CANVAS AND THE REST SHOULD POST COMMENTS FOR DISCUSSION

FOUR OR FIVE STUDENTS WILL PRESENT

The Grasping Problem

Fleming, Anthony et. al. 2016. "When the Smoke Clears: Focusing Events, Issue Definition, Strategic Framing and the Politics of Gun Control," in *Social Science Quarterly* 97:5, 1144-1156. DOI: 10.1111/ssqu.12269. <https://onlinelibrary-wiley-com.proxyau.wrlc.org/doi/pdfdirect/10.1111/ssqu.12269>

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