

ENVS 1575: Engaged Climate Policy at the UN Climate Change Talks Fall, 2017

22 March 2017 DRAFT

J. Timmons Roberts, Ittleson Professor of Environmental Studies and Sociology

Stacy-ann Robinson, Postdoctoral Research Fellow, IBES

Course times: Monday 3-5:20 pm, and additional weekly project meetings TBA

Location: The Climate and Development Lab.

Office: Timmons: 205 B.E.R.T. **Office Hours:** 3-4:30 Weds and all kinds of other times by appointment or by chance—come by the office or lab.

E-mail TR at timmons@brown.edu

Instructor permission required. Applications are at <http://goo.gl/forms/YbIiYHZ9xg>

And applications close April 3, 2017.

Short Catalogue Description: Twelve undergraduate students will study a group of core readings, conduct independent and group projects, and attend the United Nations Framework Convention on Climate Change's (UNFCCC) 23rd Conference of the Parties (COP23) and related climate change events in Bonn, Germany in November 2017. Students will critically analyze contemporary political events; develop and addresses pertinent research questions; engage with and interview experts in the field; craft policy-relevant and empirically grounded publications; and develop experience in using social media. Team-based research may be shared at the climate negotiations in Bonn.

Description: This course will bring twelve undergraduate students to attend the 23rd U.N. Framework Convention on Climate Change (UNFCCC) Conference of the Parties (COP20) in Bonn in November. The course and trip will enable Brown students to participate in global, engaged learning at the most significant annual meeting of the U.N. on climate change; and make a vital contribution to their academic studies and decisions about future work in international environmental affairs. Students will critically analyze contemporary political events; develop and addresses pertinent research questions; engage with experts in the field; craft policy-relevant and empirically grounded publications; and develop experience using social media.

Previous work of the Climate and Development Lab: the CDL's mission is to contribute timely, accessible and impactful content that informs more just and effective global policy making on climate change. The CDL focuses on the climate policies of the Least Developed Countries (LDCs), the United States, and Latin America. In seven years, the CDL has published two dozen policy reports which have been cited widely by researchers and delegates in the UN climate change negotiations. The CDL has published over twenty academic articles, two books from MIT Press, and published dozens of blogs and articles covered in over 200 press outlets ranging from The New York Times to China Daily. The Lab has organized conferences and workshops at the German Development Institute in Bonn, at the Watson Institute at Brown and side events at the U.N. negotiations around the world.

Evaluation: The course will be built around a set of core readings and team-based research before the Conference of the Parties in Bonn. Course requirements fall into five categories: 1. Attend class, participate in weekly project-based meetings, and attend one week of the U.N. meetings in Bonn. 2. Write three reaction papers to the readings. 3. Complete one targeted and well-researched writing or multi-media pieces (such as an op-ed, article, blog, radio stories or video) that students will attempt to publish in a public media outlet. 4. Participate in a team-based and/or small group research project. 5. Develop a

concise 8-10 minute presentation of a substantive issue that the student explored at the COP to be present on exam day in lieu of a final exam..

Two page reading reaction papers (3): The class will be divided into two groups on the first day of class, which will alternate days preparing two-page reaction papers on the readings starting the next week. These are due by 10 pm on the Sunday night before class on Canvas. Reaction papers should provide a two sentence summary about each of the reading's core points, then move on to respond to it and put it in context with the broader issues of the class. Reaction papers should be kept to two pages single spaced. All class members are responsible for signing on to Canvas and reading each other's papers before the scheduled class.

Those students *not* writing a reaction paper for that week are required to write at least **two questions/responses** on the ideas of at least two of the student reaction papers. Post reaction questions to Canvas by 1pm--two hours before class on Monday.

Each week there will be **two discussion leaders**, who will have written a reaction paper for that week. These two will summarize the readings in 3-5 minutes, before offering one or two key points from their reaction papers to kick-start the class discussion. The other **reaction paper writers** for that week will join the discussion and the **last group of students** will have prepared their own questions and reflections on that week's core readings as mentioned above.

Students will produce during the semester **two targeted and well-researched writing or multi-media** pieces and will attempt to publish it in a public media outlet. One will be an op-ed, the other will be a blog, radio story or video. We encourage students to pair up for writing the op-ed but they can also do individual efforts. Both will be graded equally. These articles can also be co-authored with Timmons or Guy. We will assist you in identifying topics for these, and will advise closely and assist on the choice of media outlets and techniques in drafting and contacting media. Since the lab's reputation is on the line, we ask students to not submit pieces without a prior go-ahead from us. In some cases students may not be able to get their op-eds published on their chosen media outlet(s) for a number of reasons which might be out of our control, and in those cases students will not be penalized. Once given the green light each op-ed and blog will be published on the CDL's website. If students wish to write more than two pieces they are welcome and encouraged to do so, but they will not obtain additional credit.

Here are a few general tips for writing op-eds and blogs:

Op-eds should be as fluid, tightly-written, conversational and punchy as possible. Good examples: *Project Syndicate*, *The Economist's Leaders section*.

- The article's main point should be in the first paragraph
- Be bold in one's argument and content
- Avoid jargon and acronyms and succinctly explain technical terms if needed. Remember a general audience won't have a clue what 'loss and damage' or 'technology transfer' is.
- Including short and punchy quotes from experts related to the article topic can be helpful
- Dry humour is definitely welcome as are word plays and gossip (as long as not libellous)
- Length of articles and blogs: 500-800 words
- Editing and proofreading: please remember to proofread your article.

Blogs: For examples (and their various formats) check the website Global Dashboard. Videos, press release-style posts, photos all count. Op-eds follow quite strict rules whereas blogs are far more flexible. We want everyone to know how to do both and what the keys differences are. Blogs do not need to follow a strict word limit, but editors do like shorter pieces, under 900 words.

Small team-based research project: Students will participate in a team-based research projects which will produce a product, often with an external partner organization or expert. Student work will be at many different stages in these projects, and may involve outreach to partners, co-designing the project, interviews, database creation, online research work, writing, graphics production, layout, correspondence, logistics for release, publicity, etc. Projects for Fall, 2017:

Fall Engaged Projects	Partner	Product	People
1. AdaptationWatch 2016 report, input from AW partners in South	Adaptation Watch member groups (see website)	Full report, rollout at or before Bonn	Danielle , LDC person TBD, 3-4 students
2. Book on Capacity Building	ICCCAD, North-South University Bangladesh	Revisions for book chapters	Mizan, Timmons , 3-5 students
3			Stacy-ann
4. Review article of literature on New and Additional climate finance	Free University of Belgium	Review article	Timmons, Romain, Stacy-ann

Individual Presentation: upon their return from Bonn, students will develop a snappy 8-10 minute presentation of a substantive issue that they explored at the COP. This should include analysis of interviews with country delegates and civil society experts there. This can build upon your op-ed, blog or multi-media piece. We will assist you in selecting a topic before the COP and planning interviews before, during and after the Bonn trip. These will be presented on exam day in lieu of a final exam. We want serious and effective presentations on one substantive issue. They will be evaluated on the quality of presentation, interesting argument, and depth of research. We encourage you to practice your presentation with your colleagues, and will help arrange that if it would be helpful. Students will be deducted points if their presentation goes over 10 minutes.

Methods of Evaluation: We will calculate final grades roughly as follows:

1. Participation in class and preparing for and time in Bonn (15%)
2. Three reaction papers (20%)
3. One op-ed and one blog/ multi-media pieces (20%)
4. Small-Group Team Research Project (25%)
5. Individual presentation [during exam period] (20%)

Readings will be supplied in .pdfs on Canvas and/or by weblinks.

A typical class session before the COP will be organized this way (3pm-5:20pm)

1. Introduction to the readings by student discussion leaders and teachers (3:00-3:10 pm)
2. Discussion of the readings (3:10-3:50 pm)
3. Break (3:50-4:00 pm)
4. Update on UNFCCC negotiations (4:00-4:10 pm)
5. Guest speaker (if applicable) (4:15-5:00 pm)
6. Wrap-up and look ahead, including any logistical preparations, small group coordination (5:00-5:20 pm)

International Travel: The course will include travel to the United Nations climate negotiations in November in Bonn, Germany. Students will be expected to attend the conference for one week. The conference itself lasts for two weeks, but we are restricted in the total number of individuals we are able to bring to the conference at any one time. Consequently, by having two cohorts of students, each of which attend for one week, we can accommodate each of our 12 students. If we are short of credentials awarded from the U.N., some students will travel but attend the slew of events outside the restricted U.N. venue.

Expected hours this course will require: First 7 weeks: approximately 5 hours per week for reading, plus 2 hours writing summary papers, plus 7 hours a week for small group project =14 hours/week x 7 weeks =98 hours. Time at the UNFCCC in Bonn, 10 hours/day x 6 days =60 hours, plus travel time = variable, approx. 36 hours. Blogs/op-eds 10 hours total, final presentation 6 hours, exam period 3 hours for presentations. Rough total: 213 hours.

The learning goals for these activities are for students to:

1. **develop core knowledge** about the international system by which climate change is being governed globally (readings, travel to the UNFCCC and attendance at the COP);
2. **develop writing skills and proficiency with communications** including social media and blogging (weekly papers, blogs, tweeting, etc.);
3. **make connections** with key experts and leading decision-makers in the area of climate governance, to advance student careers in this area (outside lecturers, interviews at the UNFCCC COP, etc.);
4. **develop verbal communication skills** (presentation, class discussions, interviews at the UNFCCC, etc.).

ENVS 1575: Engaged Climate Policy at the UN Climate Change Talks Fall, 2017
PROVISIONAL, SUBJECT TO CHANGE

Week 1: Sept. 12t1: Introduction and welcome to the class/CDL. The basics: climate science primer (global, national and local); Types and trade-offs of climate action: adaptation, mitigation. What is the CDL and how do we work?

Divide class into groups A and B for reaction papers and discussion leaders for future weeks
Discuss the syllabus, how the CDL works, discuss project ideas and consider future plans

Key readings:

1. Look over/actually read the Paris agreement. It's not that long. Much of it won't make that much sense,

but DO try to jot some notes of what's in each article. We will be living with this agreement for a long time.

http://unfccc.int/files/essential_background/convention/application/pdf/english_paris_agreement.pdf (as well as staying up to date with ratification).

2. This working paper on priorities post-Paris is from WRI, and has a good infographic about what needs to happen next: http://www.wri.org/sites/default/files/Staying_on_Track_from_Paris_-_Advancing_the_Key_Elements_of_the_Paris_Agreement_0.pdf the main infographic: <http://www.wri.org/resources/data-visualizations/track-paris>

3. Read or look back over the AdaptationWatch.org report from last year--we will be doing a version 2.0 of it this fall. Several chapters are underway. It's called "Toward Mutual Accountability" and is on that website adaptationwatch.org.

4. Read the material on the CDL website, including some of our blogs since Paris.
Climatedevlab.brown.edu

5. "The Paris Agreement and the new logic of international climate politics" ROBERT FALKNER
Forthcoming in *International Affairs* 92(5), September 2016

6. "The Two Sides of the Paris Climate Agreement: Dismal Failure or Historic Breakthrough?" *Journal of Environment & Development* 2016, Vol. 25(1) 3–24 Raymond Cléménçon

Supplemental:

Klein, Naomi. 2014. *This Changes Everything*. Simon and Schuster.

Review the ResilientRI.org and EnergizeRI.org websites for our other work at the state level here in RI
Check the UNFCCC Glossary of climate change acronyms

http://unfccc.int/essential_background/glossary/items/3666.php

Week 2: Sept. 18th: Some history of international climate policy under the U.N.

Group A Reaction papers due Sunday night 10pm by Canvas

Guest Speaker: Alden Meyer, Union of Concerned Scientists (TBC)

Readings:

Gupta, Joyeeta. 2010. "A history of climate change policy". in *Wiley Interdisciplinary Reviews: Climate Change*. 2010.

Harrison, Kathryn and Lisa McIntosh Sundstrom. 2007. "The Comparative Politics of Climate Change." *Global Environmental Politics* 7:4: 1-18.

Andonova, Liliana B., Michele M. Betsill, and Harriet Bulkeley. "Transnational climate governance." *Global environmental politics* 9.2 (2009): 52-73.

We will discuss these two pieces from the first week:

"The Paris Agreement and the new logic of international climate politics" ROBERT FALKNER
Forthcoming in *International Affairs* 92(5), September 2016

"The Two Sides of the Paris Climate Agreement: Dismal Failure or Historic Breakthrough?" *Journal of Environment & Development* 2016, Vol. 25(1) 3–24 Raymond Cléménçon

Supplemental:

Pope, The. 2015. Encyclical. *Laudato Si*.

Roberts, J. Timmons and Bradley C. Parks. *A Climate of Injustice*, MIT Press 2007. Chapters 1 and 2.

Week 3: Sept. 25th: Differentiated responsibility, differentiated vulnerability: the core of climate justice and the enduring North-South divide and impasse over climate change

Group B Reaction Paper due Sunday night 10pm by Canvas; response questions due Monday noon
Guest visit by Skype Isabel Cavelier (former Colombian negotiator); Sumaya Ahmed Zakieldean, from the Institute of Environmental Studies, University of Khartoum, Sudan (TBC). Pa Ousman, environment minister of The Gambia and former Chair of the LDC group (TBC).

Exercise:

Discussion of LDC or AOSIS National communications

Select and read the latest national communication of a LDC or AOSIS country which can be found [here](http://unfccc.int/national_reports/non-annex_i_natcom/items/2979.php) (http://unfccc.int/national_reports/non-annex_i_natcom/items/2979.php). These documents provide a general overview of a country's vulnerability to climate impacts, GHG inventories, mitigation and adaptation policies and capacity building needs. Of course these are prepared by governments so they are biased yet for an overview they are excellent resources on issues of "adaptation", "climate finance", "loss and damage" with real stories and perspectives from these countries.

Readings:

One National Communication from an LDC or AOSIS country. See above

Morton, K. (1995), *The Irony of Service: Charity, Project, and Social Change in Service-Learning*, *Michigan Journal of Community Service Learning*, 2, 19-32.

Kasperson, Roger E. and Jeanne X. Kasperson. 2001. "Climate change, vulnerability, and social justice." Stockholm Environmental Institute.

Blaxekjær, Lau Øfjord & Tobias Dan Nielsen (Lund University): "Mapping the narrative positions of new political groups under the UNFCCC" Climate Policy Published online: 17 October 2014

Cléménçon, Raymond. 2016. "The Two Sides of the Paris Climate Agreement: Dismal Failure or Historic Breakthrough?" *Journal of Environment & Development* 2016, Vol. 25(1) 3–24

Klinsky, Sonja et al., 2016. "Why Equity is Fundamental for Climate Change Research." *Global Environmental Change*, in press.

Supplemental:

Pauw, Pieter / Steffen Bauer / Carmen Richerzhagen / Clara Brandi / Hanna Schmole. "Different perspectives on differentiated responsibilities: a state-of-the-art review of the notion of common but differentiated responsibilities in international negotiations." Discussion Paper 6/2014. Bonn: German Development Institute / Deutsches Institut für Entwicklungspolitik (DIE)

Roberts, J. Timmons and Bradley C. Parks. *A Climate of Injustice*, MIT Press 2007. Chapters 3 and 4.

Schellnhuber, H. J., et al. "Solving the climate dilemma: The budget approach." WBGU Special Report. URL: http://wbgu.de/wbgu_sn2009_en.pdf 30 (2009): 2010.

Week 4: Oct. 2: Focus on the U.S.: U.S. climate change policy and the country's role in international climate change governance mechanisms, Resilient Rhode Island, grassroots and beyond

Group A reaction papers due Sunday night 10pm by Canvas

Possible guest speaker: Dan Reifsnyder, lead climate negotiator, U.S. State Department or Rick Duke, Lisa Friedman, ClimateWire (TBC)

Readings:

DeSombre, Elizabeth R. 2003. "Understanding United States unilateralism: domestic sources of U.S. International Environmental Policy." In Axelrod, Vig and Downie (eds.) *The Global Environment*.

Robert Brulle, The US National Climate Change Movement.

Dunlap, Riley E., Aaron M. McCright, and Jerrod H. Yarosh. "The Political Divide on Climate Change: Partisan Polarization Widens in the US." *Environment: Science and Policy for Sustainable Development* 58.5 (2016): 4-23.

Kincaid, Graciela, and J. Timmons Roberts. "No Talk, Some Walk: Obama Administration First-Term Rhetoric on Climate Change and US International Climate Budget Commitments." *Global Environmental Politics* 13.4 (2013).

Farrell, Justin. 2016. "Corporate funding and ideological polarization about climate change." *PNAS* 113:1: 92-97.

Watch *Frontline: A Climate of Doubt* <http://www.pbs.org/wgbh/frontline/film/climate-of-doubt/>

Miller, D. and W. Dinan. 2015. Resisting Meaningful Action on Climate change: Think tanks, 'merchants of doubt' and the 'corporate capture' of sustainable development, pp. 86 – 99 in A. Hansen and R. Cox (Eds.) *The Routledge Handbook of Environment and Communication*. Routledge: New York NY.

Supplemental:

President Obama's Climate Action Plan 2013. Read fact sheet and review the plan, linked here:

<http://www.whitehouse.gov/the-press-office/2013/06/25/fact-sheet-president-obama-s-climate-action-plan>

2015 Obama August speech from Alaska and video from Hawaii September 2016 here:

<http://www.nytimes.com/2016/09/08/us/politics/obama-climate-change.html>

No class Oct. 9—Indigenous Peoples Day

Week 5: Oct. 16: Understanding the position of the G77 and the Least Developed Countries

Group B reaction papers due Sunday night 10pm by Canvas

Possible guest visit by Saleemul Huq (ICCCAD, Bangladesh), Pa Ousman (The Gambia, LDC group), or Mizan Khan (North-South University and Bangladesh finance negotiator)

Readings:

Chapters 5-8 of *Power in a Warming World*. J. Timmons Roberts, David Cipllet, and Mizan Khan. MIT Press.

Adil Najam, Saleemul Huq, and Youba Sokona. 2003. "Climate negotiations beyond Kyoto: developing countries concerns and interests." *Climate Policy* 3 (2003) 221–231

LDC website (<http://ldclimate.wordpress.com>)

IIED and OIES briefings, including by the CDL, e.g.

"A Burden to Share? Addressing Unequal Climate Impacts in the Least Developed Countries" David Cipllet, Timmons Roberts, Pa Ousman, Achala Abeysinghe, Alexis Durand, Daniel Kopin, Olivia Santiago, Keith Madden, Sophie Purdom. International Institute for Environment and Development (IIED) Briefing, November 2013.

Week 6: Oct 23: Civil Society, Indigenous Peoples and Gender in the Negotiations

Group A reaction papers due Sunday night 10pm by Canvas
Possible guest talk by Monica Araya (Costa Rica Limpia) and/or Liana Schalatek (Heinrich Boell Foundation USA)
Quiz game of UNFCCC acronyms

Readings:

Ciplet, David. 2014. Contesting Climate Injustice: Transnational Advocacy for Rights in UN Climate Politics, October, 2014. *Global Environmental Politics*

Schroeder, Heike. 2010. Agency in international climate negotiations: the case of indigenous peoples and avoided deforestation. *International Environmental Agreements: Politics, Law and Economics* 10(4):317–32.

Powless, Ben. 2012. An Indigenous Movement to Confront Climate Change. *Globalizations*. 9(3):411-424.

Hemmati, Minu, and Ulrike Röhr. 2009. Engendering the climate-change negotiations: experiences, challenges, and steps forward. *Gender & Development* 17(1):19–32.

Schalatek, Liana. “Gender and climate finance: Double mainstreaming for sustainable development.” <http://www.boell.org/web/136-318.htm>

Week 7: Oct 30: Climate Finance, Loss and Damage, and Why they Matters

Group A reaction papers due Sunday night 10pm by Canvas
Romain Weikmans, CDL Fellow co-teaching
Possible guest speaker: Janet Redman, IPS; Julie-Anne Richards, Climate Justice Project

Readings:

Ciplet et al. 2013. “The Politics of International Climate Adaptation Finance: Divisions in the Greenhouse”. *Global Environmental Politics*.

Hoffmeister, Victoria et al. 2016. Financing Loss and Damage. Working paper, submission to UNFCCC. DIE version October 2016.

National Adaptation Programmes of Action-- Go to the UNFCCC’s listing of NAPAs (National Adaptation Plans of Action) here and browse four (these are on the internet) unfccc.int/cooperation_support/least_developed_countries_portal/submitted_napas/items/4585.php

Pickering, Jonathan, Jakob Skovgaard, Soyeun Kim, J. Timmons Roberts, David Rossati; Martin Stadelmann, and Hendrikje Reich. 2015. “Acting on Climate Finance Pledges: Inter-Agency Dynamics and Relationships with Aid in Contributor States.” *World Development*. Vol 68: 140-162.

Holler, Joseph and Izza Drury draft on NAPAs.

Nakhooda, Smita. 2014. Mobilizing International Climate Finance: Lessons from the Fast-Start Period. ODI/WRI/IGES.

November 5 - November 19: Travel to Bonn: All students will attend the Conference of the Parties for one of the two weeks. Student requests on which week will be honored as far as possible.

November 20 (Thanksgiving week, may not hold class), 27, December 4, 11 - Processing What Just Happened: Debriefing and discussing the process and outcomes of COP23 in Bonn, writing up our analyses, and following through on fall group projects and outreach.

Readings and speakers TBA—we'll get some good ones, maybe Alden Meyer, UCS and/or Jennifer Morgan, Greenpeace, plus a negotiator or two.

Reading week/**Exam Period:** Upon return we will reconvene one final time to hear your presentations, and to celebrate our accomplishments. Presentations will be held on exam day, in lieu of a final exam. Exams end 21 December.