

GLOBAL ENVIRONMENTAL POLITICS:

POLITICS OF CLIMATE CHANGE

POLS 335-01 / HON 331-05 / HON 341-05

Professor Rodger A. Payne
Classroom: Ford Hall 307

Spring 2025
MWF Noon to 12:50 pm

Office hours (203 Ford Hall)
MW 2:30 to 3:45 pm
And by appointment.

502 852-3316
R.Payne@louisville.edu
Main Office Mailbox: Ford Hall 205

Course objectives and importance

This course describes, explains, and analyzes global environmental politics, with an emphasis on the most pressing issue of the twenty-first century – climate change. Students will develop a thorough understanding of the major political issues related to this enormous public policy problem. Ultimately, class members will be expected to identify various stakeholders, conceptualize and analyze their interests, and explain and critique national and global climate politics using important concepts and social science theories primarily developed for the study of international relations and comparative politics. The intention is for students to understand and critique the ongoing global policy debate(s) about climate change. Students should emerge from the class able to explain current and likely future developments. Many important questions are explored:

- What does the best scientific evidence suggest about climate change and how is that evidence employed in public debate and policy?
- How can ordinary people come to understand and evaluate the scientific evidence?
- What political, economic, and social obstacles stand in the way of meaningful action to address climate change?
- Can the international community act to prevent, mitigate and/or adapt to ongoing climate change in a timely fashion?
- What dilemmas do countries like the U.S., China, Russia, India, and members of the European Union face when deciding whether to act to prevent, mitigate, and/or adapt to climate change in a timely fashion?
- Will resource scarcities associated with climate change, including likely food and water shortages, significantly increase the risks of famine, state failure, global migration, and/or war?
- What political, economic, technical, and social measures might promote meaningful action?
- Can ordinary people “think globally and act locally”? How should ordinary people understand, evaluate, and act, to reduce carbon and other greenhouse gas emissions?

To answer these questions, students will study the interests, resources, and resources of numerous nation-states, including all major world powers, and the role of key non-state actors including both corporations and activist non-governmental organizations (NGOs). The class will focus significant attention on the international negotiations and outcomes following up the United Nations Framework Convention on Climate Change and the Paris Climate Accord. Finally, the class will examine a variety of potential domestic, international, and transnational solutions to climate change.

Students will further develop skills valued by the Department of Political Science, College of Arts and Sciences, and wider University. Students will hone their ability to think critically and analytically, to conduct research, and to communicate their thoughts effectively in various written and verbal formats. Moreover, students will develop a greater understanding and appreciation of diverse cultures.

Class Operations

Because this is an Honors Seminar, every student should come to class sessions well-prepared to contribute to an ongoing and vibrant dialogue. **Students are expected to read assignments in advance of class meetings, to participate regularly and meaningfully in discussions, and to exhibit advanced analytical and communication abilities.** Course members may be separated into small discussion groups during some class periods. Typically, the class will reunite and report from these groups.

All viewpoints are welcome, but no ideas are immune from scrutiny and debate. At the same time, everyone should treat other members of the class with respect and dignity, even when disagreeing with their opinions. Reasonable minds can differ on any number of perspectives, beliefs, and conclusions. In fact, constructive disagreement can sharpen thinking, deepen understanding, and reveal novel insights – it is not just encouraged, it is expected. Students will not be graded on their opinions.

The course Blackboard page shall host a copy of this syllabus, access to course readings, PowerPoints (often saved as PDFs), video links, and all assignment information. Look also for announcements on Blackboard, including extra credit opportunities.

I will be hosting in-person office hours. Since I teach another course just after this one, office hours for Spring 2025 are MW 2:30 to 3:45 pm and by appointment. My office is Ford Hall 203. If any student prefers to meet virtually, I am happy to set up a time on Teams or Blackboard Collaborate. I am also willing to accommodate students who need to meet outside of normal office hours. Anyone needing an alternative format and/or time to meet should email from an official UofL email account at least 24 hours in advance to establish an appointment. I do not read UofL email on my phone and am thus not available 24/7. Weekends do not count towards the 24 hours as my weekend work time will be limited. If I do not reply to your request within 24 hours, please resend your message.

Throughout the term, I will communicate with students via email. The University of Louisville provides a unique email address to all students and Blackboard allows me to send email to a single student, to multiple students, or to an entire class at one time. Please check your accounts regularly or setup your account to forward to an email address that you read regularly.

Please acquire the following textbook or access to it (an e-book is available, as are used copies):

- Harris, Paul G. *Pathologies of Climate Governance; International Relations, National Politics and Human Nature*. Cambridge University Press, 2021. <https://paulgharris.net/books/pathologies-of-climate-governance-summary/>

Please also note the extensive array of additional readings available on the class Blackboard site. **If readings are inadvertently inaccessible directly from Blackboard, you should be able to locate them online or from the UofL library using the bibliographic information from the syllabus.** Your computer may need to be logged into the campus system to access library materials, especially journals databases.

Students should also read a credible news source regularly that features ongoing coverage of climate change politics, such as the *The NY Times*, BBC, or *Washington Post*. Students can find campus access on the internet, though some students may elect to subscribe. Discounted student or academic rates are available:

<https://www.nytimes.com/press/college-students-can-now-receive-digital-access-to-the-times-for-1-a-week/>
https://subscribe.washingtonpost.com/checkout/?promo=o8_edu_acq
<https://www.latimes.com/about/marketing/los-angeles-times-for-students-and-educators>

Course requirements and expectations

Student grades will be determined based on performance on the following course elements:

Class engagement	20%	200 points
Take-home midterm exam	25%	250 points
Short paper	20%	200 points
Final Research Paper	35%	350 points
TOTALS	100%	1000 points

Engagement: Regular attendance, attentiveness, and participation in class or group discussions during class time are the most overt signs of active engagement in this class. Students should strive to contribute meaningfully to the daily class dialogue. Often, asking a good question can propel a discussion forward. In contrast, systematic absences, lack of attentiveness (including persistent distraction by electronic devices during class-time), and consistent failure to contribute to discussions reflect lack of engagement and will be obvious in a small class.

Most likely, not every student will partake actively in every class session; however, students can also engage with the course by completing various exercises/tasks through the semester. For example, students can serve as the primary rapporteur for in-class discussion group sessions. Alternatively, students can write short replies (1-2 pages) in response to instructor prompts posted on Blackboard in advance of class sessions -- or posed spontaneously by the instructor during classroom discussions. These will be due on specific class dates through the term and are designed to help promote engagement with the course material. They will not be accepted after the deadline. A subset of instructor prompts will ask students to research, report, and/or briefly analyze specific data pertinent to the ongoing consideration of climate politics.

Take-Home Midterm Exam: The take-home Midterm Exam will be an essay test requiring students to address multiple prompts provided by the instructor. Students should base their responses on materials read jointly by the class and instructor PowerPoints and other classroom materials. The test is not intended to be a research project and students should refrain from using outside materials. The test will be distributed on February X and due in-class on February Y.

Short Paper: Students will write a 4-to-6-page (DS typed) paper in response to a prompt posted by the instructor. The papers will be analytical and require relatively minimal research. The paper will require student reaction to some social science data involving a specific puzzle relevant to climate politics.

Final Research Paper: All students will complete a 10-to-12-page (DS typed) paper due on Tuesday, April 29 by 2 pm. Students may put their paper in the instructor mailbox in the Department's main office in 205 Ford Hall. I also intend to be in the office to accept papers that afternoon. The final paper project requires students to hone and use research, writing, and analytical skills. The instructor will post complete instructions in January.

Grading

An A grade reflects truly exceptional work and is typically earned by the top echelon of students. It is impossible to predict the distribution of top students in a small course. A B grade indicates above average work, a C is average, and D is poor. F indicates failure. The final class grade will include +/- designations, as appropriate, which reflect performance slightly above or below the indicated grade. This is the percentile grading scale for all work (reflecting rounding):

965-1000 points = A +
925-964 points = A
895-924 points = A -
865-894 points = B +
825-864 points = B
795-824 points = B -

765-794 points = C +
725-764 points = C
695-724 points = C -
665-694 points = D +
625-664 points = D
595-624 points = D -

000-594 points = F

All student writing is evaluated against a high standard and will be marked accordingly. Consistently poor grammar and spelling will be corrected, though the focus will be on content and analysis. Do not be overly distressed by written instructor remarks as virtually everyone needs an editor and can benefit from critical assessment; feedback is an integral part of good writing. Anyone who needs additional help with writing should make use of the campus Writing Center (located in Ekstrom Library), use other appropriate university writing resources, and/or meet privately with the instructor.

All papers other than those related to engagement must be submitted in physical form as I do not read longer papers in a digital format. For anti-plagiarism purposes, papers should also be submitted electronically through Blackboard's Safe Assign tool. Work independently on paper projects, though it is acceptable to share information about research resources.

Late papers will receive significantly lower grades (penalty of 5% per workday). Each student is solely responsible for submitting late work to the instructor and should have Political Science office staff (2nd floor of Ford Hall) mark a paper with the date and time, prior to placing it in the instructor mailbox. A paper slid under a door or otherwise delivered in an unusual manner will be dated when found. The instructor will not read and grade papers in electronic format and will not serve as the class print service. Papers posted to Blackboard establish an initial date of receipt, but students must also provide timely hard copies. Do not procrastinate printing because this too-often causes class tardiness and even absence. It is best to turn in a hard copy at the scheduled time.

Extra Credit: Limited extra credit will be available, depending upon campus and community opportunities. Some may be virtual. Students seeking extra credit should attend (or view) the presentation, write a 1-page summary of what they heard/learned, and post it to the Blackboard Journals tab. Students may suggest opportunities for extra credit, but events should be relevant to the course, free, and open to everyone in the class. These papers are worth 15 points each (45-point limit). All extra credit submissions are due by 4 pm on Friday, April 25

Final Note: The syllabus is subject to change by the instructor in the event of extenuating circumstances. Any changes will be announced via email and/or on Blackboard, and it is the student's responsibility to be aware of all such changes.

WEEKLY & DAILY CLASS AGENDA

Week 1 INTRODUCTION

January 8 Introductions, syllabus distribution, and course expectations.

Online only

Engagement assignment: Take Yale climate survey and report result (anonymously).

- Harris ch. 1. First chapter free: <https://paulgharris.net/wp-content/uploads/2021/03/chapter-1.-dysfunction-in-climate-governance.pdf>

January 10 What do experts mean by “the politics of climate change”? Actors, interests, issues. Power?

- Kamarck, Elaine, “The challenging politics of climate change,” Brookings Institution, September 23, 2019. <https://www.brookings.edu/research/the-challenging-politics-of-climate-change/>
- Isaacs-Thomas, Isabella, “We have the tools to save the planet from climate change. Politics is getting in the way, new IPCC report says,” PBS NewsHour, April 4, 2022. <https://www.pbs.org/newshour/science/we-have-the-tools-to-save-the-planet-from-climate-change-politics-is-getting-in-the-way-new-ipcc-report-says>

Week 2 FRAMING ENVIRONMENTAL POLITICS: PESSIMISTS

January 13 Cassandras: Malthusian nightmares and the “limits to growth.”

- Elwell, Frank W., 2003, “Malthus's Population Principle Explained,” <http://www.faculty.rsu.edu/users/f/felwell/www/Theorists/Essays/Malthus1.htm>
- Club of Rome, *The Limits to Growth* (short version), 1972. Abstract established by Eduard Pestel. <https://pdf4pro.com/amp/fullscreen/the-limits-to-growth-purdue-university-679887.html>

January 15 Tragedy of the Commons.

- Hardin, Garrett, “The Tragedy of the Commons,” *Science*, 162 (December 13, 1968), 1243-8. <https://science.sciencemag.org/content/162/3859/1243>
- Battersby, Stephen. “Can humankind escape the tragedy of the commons?” *Proceedings of the National Academy of Sciences* 114.1 (2017): 7-10.
- Mildenberger, Matto. “The Tragedy of the Tragedy of the Commons.” *Scientific American* 23 (2019).

January 17 Basic Game Theory: Prisoner’s dilemma & chicken.

- Skim: A Glimpse of Game Theory. <https://www.csee.umbc.edu/courses/671/fall09/notes/08.pdf>

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

January 20 **MLK Holiday (no class)**

January 22 Cornucopians.

- Turner, B. L. “The Bet: Paul Ehrlich, Julian Simon, and Our Gamble over the Earth's Future.” *The AAG Review of Books*, 2 no. 1 (2014): 1-3, DOI: [10.1080/2325548X.2014.894410](https://doi.org/10.1080/2325548X.2014.894410)
- Tupy, Marian L. “Julian Simon Was Right: A Half-Century of Population Growth, Increasing Prosperity, and Falling Commodity Prices.” *Cato Institute Economic Development Bulletin* 29 (2018).

January 24 Liberal environmentalism: can market mechanisms promote green purposes?

- Krugman, Paul, "Building a Green Economy," *The New York Times Magazine*, April 7, 2010. <https://www.nytimes.com/2010/04/11/magazine/11Economy-t.html>

Week 4 CLIMATE SCIENCE & GLOBAL POLITICS

January 27 Global consensus?

- Harris ch. 2
- Cook, John, et al, "Consensus on consensus: a synthesis of consensus estimates on human-caused global warming," *Environmental Research Letters*, 13 April 2016.
- Foley, Katherine Ellen, "Those 3% of scientific papers that deny climate change? A review found them all flawed," QUARTZ, September 5, 2017. <https://qz.com/1069298/the-3-of-scientific-papers-that-deny-climate-change-are-all-flawed/>
- Ripple, William J., et al. "The 2024 state of the climate report: Perilous times on planet Earth," *BioScience* 74:12 (2024): 812-824.

January 29 IPCC on global climate change physical science. What are the consequences?

- Deep Skim: IPCC, 2023: Summary for Policymakers. In: *Climate Change 2023: Synthesis Report*. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, pp. 1-34. https://www.ipcc.ch/report/ar6/syr/downloads/report/IPCC_AR6_SYR_SPM.pdf
- IPCC Press Release, "Climate change: a threat to human wellbeing and health of the planet. Taking action now can secure our future," 2022/08/PR, 28 February 2022. https://www.ipcc.ch/report/ar6/wg2/downloads/press/IPCC_AR6_WGII_PressRelease-English.pdf

January 31 Will climate change cause war? Weighing the social science research.

- Illing, Sean, "How climate change could lead to more wars in the 21st century," Vox, November 14, 2017. <https://www.vox.com/world/2017/11/14/16589878/global-climate-change-conflict-environment>.
- Meyer, Robinson, "The World Could Be Entering a New Era of Climate war," *The Atlantic*, November 23, 2022. Available at <https://www.theatlantic.com/science/archive/2022/11/climate-change-world-conflict-america-china/672255/>
- Gleditsch, Nils Petter. "This Time Is Different! Or Is It? NeoMalthusians and Environmental Optimists in the Age of Climate Change." *Journal of Peace Research* 58, no. 1 (January 2021): 177-85. <https://doi.org/10.1177/0022343320969785>.

Week 5 CLIMATE DENIAL AND DOUBT

February 3 Politics of climate denial. Who promotes denial and doubt?

- Dunlap, Riley E., and Robert J. Brulle, "Sources and amplifiers of climate change denial," *Research Handbook on Communicating Climate Change* (Northampton, MA: Edward Elgar, 2020): 49-61. https://www.google.com/books/edition/Research_Handbook_on_Communicating_Climate_Change/AC0NEAAAQBAI?hl=en&gbpv=1&dq=Sources+and+amplifiers+of+climate+change+denial&pg=PA49&printsec=frontcover

February 3: Take-Home Midterm assigned.

February 5 Focus on Patrick Michaels & Bjorn Lomborg (the “skeptical environmentalist”).

- Michaels, Patrick J., “Are Climate Models Overpredicting Global Warming?” *The Hill*, January 31, 2019. Available at <https://www.cato.org/commentary/are-climate-models-overpredicting-global-warming>
- Genzlinger, Neil, “Patrick J. Michaels, Vocal Outlier on Climate Change, Dies at 72,” *New York Times*, July 22, 2022. <https://www.nytimes.com/2022/07/22/climate/patrick-j-michaels-dead.html>
- Lomborg, Bjorn, “Obsession with climate change distorts our priorities,” *Financial Post*, April 14, 2022. <https://financialpost.com/opinion/bjorn-lomborg-obsession-with-climate-change-distorts-our-priorities>
- Lomborg, Bjorn, “Innovation not global regulation will save the planet,” *The Telegraph*, August 18, 2024. <https://archive.ph/vq1sA#selection-2343.4-2343.57>

February 7 ExxonMobil and climate denial.

- Supran, Geoffrey, and Naomi Oreskes, “Addendum to ‘Assessing ExxonMobil’s climate change communications (1977–2014)’” *Environmental Research Letters* v. 15, 2020 <https://iopscience.iop.org/article/10.1088/1748-9326/aa815f>
- Examine: Climate Investigations Center: <https://climateinvestigations.org/exxonknew/>

Week 6 GLOBAL COOPERATION OR COMPETITION?

February 10: The IR/geopolitics of climate change.

- Harris ch. 3
- Payne, Rodger A., “The Geopolitics of Global Climate Change,” *Sustain*, Spring/Summer 2007: 9-15.

February 12: UNFCCC Negotiations. Paris agreement and beyond

- Payne, Rodger A. “The Global Politics of Climate Change” *Sustain*, Fall/Winter 2018, 37: 18-22.
- Allan, Jen Iris. “Dangerous incrementalism of the Paris Agreement.” *Global Environmental Politics* 19.1 (2019): 4-11.

February 14: Explaining Failure: what are the key factors?

- Stoddard, Isak, et al, “Three Decades of Climate Mitigation: Why Haven’t We Bent the Global Emissions Curve?” *Annual Review of Environment and Resources*, 46 (2021): 653-689.

Week 7 POLITICS & POLICY IN THE GLOBAL NORTH

February 17: US & China: climate cooperation or competition?

- Harris ch. 4
- Busby, Joshua, Jonas Goldman, and Fabian Villalobos, *Can the U.S. and China Ease Tensions with a Clean Tech Détente?* Carnegie Endowment for International Peace, November 2024. https://carnegie-production-assets.s3.amazonaws.com/static/files/Villalobos_Clean%20Tech.pdf

February 17: Take-Home Midterm due.

February 19: Game theory, revisited.

- Sunstein, Cass R. “The World vs. the United States and China-The Complex Climate Change Incentives of the Leading Greenhouse Gas Emitters,” *UCLA Law Review* 55 (2007): 1675-1700.

- Review (skim): A Glimpse of Game Theory. <https://www.csee.umbc.edu/courses/671/fall09/notes/08.pdf>

February 21: First World Problems: Russia, Europe, Australia, Japan, and Canada.

- Harris, ch. 5

Week 8 THE GLOBAL SOUTH

February 24: The Global South: India, Brazil, the small island states, etc.

- Harris ch. 6
- International Energy Agency, "Record Growth in Renewables, but Progress Needs to be Equitable," Press Release, March 27, 2024. <https://www.irena.org/News/pressreleases/2024/Mar/Record-Growth-in-Renewables-but-Progress-Needs-to-be-Equitable>

February 26 Climate Justice.

- Timperley, Jocelyn, "The World's Fight for 'Climate Justice,'" BBC Future, 8 November 2021. <https://www.bbc.com/future/article/20211103-the-countries-calling-for-climate-justice>
- Kashwan, Prakash. "Climate justice in the Global North: an introduction." *Case Studies in the Environment* 5.1 (2021): 1-13.

February 28 Compensation? Loss and damage fund.

- Fanning, Andrew L., and Jason Hickel, "Compensation for atmospheric appropriation," *Nature Sustainability* (2023): 1-10.
- UNEP, What you need to know about the COP27 Loss and Damage Fund, 29 November 2022. <https://www.unep.org/news-and-stories/story/what-you-need-know-about-cop27-loss-and-damage-fund>

Week 9 NATIONAL LAWS & LITIGATION

March 3: Climate policy and litigation around the world.

- Skim: Setzer, Joana and Catherine Higham, *Global trends in climate change litigation: 2023 snapshot*, Policy Report, Grantham Research Institute, June 2023.
- Examine website: Climate Change Laws of the World (database): <https://climate-laws.org/>

March 3: Short Paper assigned.

March 5: Litigation strategies.

- Eubanks, Sharon Y, "I led the US lawsuit against big tobacco for its harmful lies. Big oil is next," The Guardian, July 5, 2022. <https://www.theguardian.com/commentisfree/2022/jul/05/us-lawsuit-big-tobacco-big-oil-fossil-fuel-companies>
- UNEP, "Climate litigation more than doubles in five years, now a key tool in delivering climate justice," Press Release, 27 July 2023. <https://www.unep.org/news-and-stories/press-release/climate-litigation-more-doubles-five-years-now-key-tool-delivering>.

March 7: American litigation: Montana case.

- Gelles, David and Baker, Mike, “Judge Rules in Favor of Montana Youths in a Landmark Climate Case,” *New York Times*, August 14, 2023.
- Gelles, David, “Climate Change Was on Trial in Montana,” *New York Times Climate Forward* newsletter, August 15, 2023.
- Winters, Joseph, “‘We have been heard’: Montana youth score a major climate victory in court,” *Grist*, January 3, 2025. <https://grist.org/regulation/held-v-montana-youth-climate-lawsuit-supreme-court-decision/>

Week 10 SPRING BREAK!

March 10-12-14 No classes.

Week 11 NATIONAL POLITICS & PRIORITIES: THE U.S. CASE

March 17 The Partisan divide. Public opinion data.

- Poushter, Jacob, Moira Fagan, and Sneha Gubbala, “Climate Change Remains Top Global Threat Across 19-Country Survey,” Pew Research Center, August 31, 2022. <https://www.pewresearch.org/global/2022/08/31/climate-change-remains-top-global-threat-across-19-country-survey/>
- Tyson, Alec, Cary Funk, and Brian Kennedy, “What the data says about Americans’ views of climate change,” Pew Research Center, August 9, 2023. <https://www.pewresearch.org/short-reads/2023/08/09/what-the-data-says-about-americans-views-of-climate-change/>.

March 19 American ambition? What would it mean to electrify everything?

- Evergreen Action, “The Climate Impact of the Inflation Reduction Act,” Memo, August 9, 2022. Available at <https://www.evergreenaction.com/documents/The-Climate-Impact-of-the-IRA.pdf>.
- Patterson, Scott, “Trump Vowed to Kill Biden's Climate Law. Republicans Say Not so Fast,” *Wall Street Journal*, November 30 2024.
- Jenkins, Jesse D., “What ‘Electrify Everything’ Actually Looks Like,” *Mother Jones*, May/June 2023. <https://www.motherjones.com/environment/2023/04/electrify-everything-scope-data/>

March 21: Trump, the Roberts Court, and climate policy reversals.

- Liptak, Adam, “Supreme Court Limits E.P.A.’s Ability to Restrict Power Plant Emissions,” *New York Times*, June 30, 2022. <https://www.nytimes.com/live/2022/06/30/us/supreme-court-epa>
- Grandoni, Dino, “What you need to know about the Supreme Court’s EPA case,” *Washington Post*, June 30, 2022. <https://wapo.st/3qEO8di>
- Gerrard, Michael, “Trump 2.0: This Time the Stakes for Climate Are Even Higher,” *Yale Environment 360*, November 18, 2024. <https://e360.yale.edu/features/trump-second-term-climate>

Week 12 THE U.S. CASE, CONTINUED.

March 24 The “eco-right.” Division within the right?

- Cooper, Andrea, “Bob Inglis Takes a Stand on Climate Change,” *SIERRA*, October 13, 2016. <https://www.sierraclub.org/sierra/2016-6-november-december/feature/bob-inglis-takes-stand-climate-change>

Examine websites:

- republicEn: <https://republicen.org/>
- American Conservation Coalition <https://www.acc.eco/>

March 24: Short paper due.

March 26 Framing strategies to promote US climate action. Credible communicators.

- Merry, Melissa, “Creating Political Will through Framing: Strategies for Environmental Communication,” *Sustain*, Fall/Winter 2018, 37, 25-35.
- Merry, Melissa K., and Rodger A. Payne, “Climate fatalism, partisan cues, and support for the Inflation Reduction Act,” *Policy Sciences* 57:2 (2024): 379-402.

March 28: The Private sector: divestment? Green investment?

- Rhodium Group, *Clean Investment Monitor: Q3 2024 Update*, MIT Center for Energy and Environmental Policy Research, November 21, 2024. <https://www.cleaninvestmentmonitor.org/reports/clean-investment-monitor-q3-2024-update>
- Deep Skim: Arabella Advisors, *The Global Fossil Fuel Divestment and Clean Energy Investment Movement*, 2018 Report. <https://www.arabellaadvisors.com/wp-content/uploads/2018/09/Global-Divestment-Report-2018.pdf>
- Examine: Fossil Free Divestment <https://gofossilfree.org/divestment/what-is-fossil-fuel-divestment/>

Week 13 HUMAN NATURE & HUMAN SECURITY

March 31: Affluenza, consumerism and affluence as sickness. What can individuals do?

- Harris ch. 7.

April 2: Human security, well-being, and responsibility. Ethical issues.

- Harris ch. 8

April 4: Work on final papers.

No class. Instructor is in Chicago for the Midwest Political Science Association conference.

Week 14 ENVIRONMENTAL MOVEMENT POLITICS

April 7: Climate change, a 21st century social problem: mobilization, civil disobedience

- Lemons, John, and Donald A. Brown “Global climate change and non-violent civil disobedience,” *Ethics in Science and Environmental Politics* 11.1 (2011): 3-12. <https://www.int-res.com/articles/esep2011/11/e011p003.pdf>

Examine websites:

- Climate Disobedience Center <https://www.climatedisobedience.org/>
- PopularResistance.org <https://popularresistance.org/tag/climate-crisis/>

April 9: Mobilization on social media: the case of Greta Thunberg.

- Sabherwal, Anandita, et al. "The Greta Thunberg Effect: Familiarity with Greta Thunberg Predicts Intentions to Engage in Climate Activism in the United States." *Journal of Applied Social Psychology* 51.4 (2021): 321-333.
- Ottesen, KK, "Greta Thunberg on the State of the Climate Movement," *Washington Post Magazine*, December 27, 2021. <https://www.washingtonpost.com/magazine/2021/12/27/greta-thunberg-state-climate-movement-roots-her-power-an-activist/>
- Examine: Fridays for Future: <https://fridaysforfutureusa.org/>

April 11: All Politics are Local? Transition Towns and transnational municipal networks.

- Tosun, Jale, and Jonas J. Schoenefeld. "Collective climate action and networked climate governance," *WIREs: Climate Change* 8:1 (January/February 2017): e440. <https://doi.org/10.1002/wcc.440>
- Grant, Don, Benjamin Leffel, and Evan Johnson, "Can transnational municipal networks mitigate the carbon pollution of the world's power plants?: an empirical analysis," *npj Climate Action*, 2, 38 (2023). <https://doi.org/10.1038/s44168-023-00070-5>.

Week 15 PATHWAYS TO THE FUTURE

April 14 Geoengineering?

- Boyd, Philip and Chris Vivian, "Should we fertilize oceans or seed clouds? No one knows," *Nature*, June 13, 2019: 155-157. <https://media.nature.com/original/magazine-assets/d41586-019-01790-7/d41586-019-01790-7.pdf>
- Beirrmann, Frank et al, "Solar geoengineering: The case for an international non-use agreement," *WIREs Climate Change*, 14:5 (2022).

April 16: Political Economy of the Green Energy Transition.

- Colgan, Jeff and Miriam Hinthorn, "International Energy Politics in an Age of Climate Change," *Annual Review of Political Science*, 2023 (26): 79-96.

April 18: The ambition of Net-zero; is it realistic?

- Green, Jessica F. and Raúl Salas Reyes, "The history of net zero: can we move from concepts to practice?" *Climate Policy* 23:7 (2023): 901-915.

Week 16 CONCLUSIONS: A BETTER FUTURE?

April 21: Prescriptions: collective action on a global level?

- Harris ch. 9

April 23 Optimism or pessimism about the future of climate governance?

- Harris ch. 10

April 29 (Tuesday) Final paper due by 2 pm.

Course Policies

COVID and other illness: Students who must miss an extended time period because of either personal or family illness should contact the instructor to ensure that work can be completed on an adjusted schedule if necessary. I am willing to be flexible but will need students to communicate with me in a timely fashion.

My top priority as the course instructor is to maintain a healthy and safe classroom environment for everyone. Further information on university policies can be found here: <https://louisville.edu/coronavirus>.

Title IX/Clery Act Notification: Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111). Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide.

Academic Integrity: Academic dishonesty is prohibited at the University of Louisville and anyone who commits academic dishonesty will fail. Obviously, plagiarism is a significant form of cheating and students should not take credit for the work of others. Be careful to credit sources appropriately, for example. For more information, see the Code of Student Rights and Responsibilities. Student submission of written work produced by Artificial Intelligence programs is a form of academic dishonesty. Note: research suggests that AI programs will sometimes generate nonfactual information about topics and reference nonexistent sources.

Disabilities Accommodation: The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502-852-6938) for verification of eligibility and determination of specific accommodations. For more information, visit the Disability Resource Center.

Religious Observation Policy: Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who need to alter a quiz/exam deadline due to religious observations must, however, bring the matter to the attention of the instructor during the first week of the semester.