

Syllabus: Climate Policy

Evans School of Public Affairs: PB AF 599, Winter 2023

Tuesdays, 5:30-8:20, Parrington Hall Room 320

Note that this syllabus may change as the course evolves, particularly for the latter half. Changes will be announced.

Course Description

Climate change is a top public policy priority of the 21st century. The course will begin with an overview of the science and economics of climate change. We will then explore mitigation policies and strategies used at local, national, and international levels, including carbon pricing mechanisms, regulation, finance and incentives, litigation, financial disclosure, and international cooperation. We will investigate their effectiveness, social and economic dimensions, political dynamics, and implications for equity and environmental justice. We will bring these perspectives to bear on ongoing policy developments, such as the upcoming launch of Washington State's ambitious cap-and-trade program and global assessment of the adequacy of national commitments under the Paris Agreement.

In 2008, Matt Steuerwalt and I co-developed and co-taught the first Evans school class on Energy and Climate Policy. Given rising interest in the subject and that there are too many topics to cover in one 10-week class, we decided to expand the curriculum this year into two classes. Matt taught Energy Policy this fall, and while this class focuses predominantly on Climate Policy, the two are closely linked.

For those of you who attended Matt's Energy Policy class (which is not a pre-requisite), you'll find similarities in course structure, assignments, and grading rubrics, as they draw on the same original course design. There are also some new topics and exercises. I'll be looking to you for feedback and am glad to consider mid-course adjustments to add additional topics and trim others, depending on class interest.

Instructor Information

Michael Lazarus, mlazarus@uw.edu

Office Hours: most Wed and Thurs 3-5 (Zoom); other times possible by request

Student Learning Outcomes

Students can expect to leave the class:

- Conversant in the scales and dimensions of climate policy, from local to international, economics to equity, and roles of state and non-state actors;
- Able to assess the benefits and drawbacks of climate policy options, including carbon pricing mechanisms, their co-benefits and risks, and their distributional impacts; and,
- Attuned to the variety of perspectives and interests at play in climate policy debates.

All course materials are listed on the [Course Schedule](#) page.

Course Format/Structure

Readings

You should be prepared to discuss the content of all core materials (readings, podcasts, and videos) for each class, as shown for each week on the [Course Schedule](#) page. Use your judgment in how deeply you immerse yourself in the readings. It's ok to skim a longer piece as long as you can glean its main messages and arguments. Supplementary materials are also listed if you want to dig deeper on a given topic or are looking for additional source materials for class assignments. There are no course textbooks that you need to purchase.

Student and Instructor Expectations

I expect students to come to class prepared, having read the class materials, and on relevant weeks submitting reading responses and preparing discussions ahead of class. I also expect students to let me know what's working or not in the class approach, and whether further modifications are helpful.

I'll do my best to be available outside class times to answer your questions and discuss career opportunities in climate policy. The best way to reach me is through my UW email (mlazarus@uw.edu). The best time to talk in person is directly after class. I'm also available for office hours, typically on Zoom, ideally on Wed or Thurs from 3-5.

Assignments

Please submit all assignments, where relevant, using a bibliography and footnotes (rather than endnotes). Reread and proofread before submitting. All assignments are due in Canvas on time.

Reading Response

You must submit a written response to the readings (or podcasts) for 3 class sessions. You may choose any 3 classes, but you must submit at least one response prior to the 4th class. Responses are due no later than noon on the day of class in question. Your response should be no longer than 500 words and cite at least 3 of the week's materials, and ideally other course materials or related literature as well. ***DUE: 9 AM Tuesday, so other students have a chance to read them before class.***

While you are free to focus your reading response in a manner you find most relevant to your interests, all responses should aim to:

- identify key themes and differing perspectives among the readings;
- comment on their relevance to current issues;
- comment on whether the authors are effective in presenting their points of view and adequately support their conclusions; and,

- identify, where and as appropriate, any author biases and missing perspectives, and what you agree or disagree with.

End your responses with:

- 2-3 key takeaway messages from the readings
- 2 discussion questions related to the readings to stimulate class discussion.

Bullet points, comparison tables, and other shorthand devices are encouraged.

[Grading Rubric - reading responses.docx](#)

Students not writing a response are encouraged to submit at least two responses or questions related to the student reaction papers on Canvas.

Discussion Group Facilitation

For one class session, you will facilitate a small group discussion covering the key views, insights, and messages the week's readings, drawing also, where possible, on other students' reading responses and comments. After 15-20 minutes of discussion, facilitators will report back to the full class on their group's reflections and perspectives. You are free to use whatever techniques (including props, if desired) you would like to prompt an engaging discussion. Stay tuned for the process to sign up for specific weeks.

Class Project and presentation

Working in teams of three or four, you will prepare a paper on a current climate policy issue. You can draw from the [list of potential topics](#) or suggest an alternative one, subject to instructor approval. Your paper should define the issue and its importance, situate your analysis in the current literature and active debates, make a well-documented and argued case or recommendations for specific actions, supported by sound technical and policy analysis, and close with five bullet points summarizing the key messages. Be sure to address any important process considerations and stakeholder perspectives.

- **Submit a proposed topic by week 4 (Jan 24).** Your proposal should be no more than 1 page, identify a first and second choice subject, indicate your team members, and indicate your preferences among the presentation dates. The proposal should also state the key arguments you intend to make and any early sources of information you've identified. Consider making arguments or take a perspective you may not agree with, as doing so may provide you with new insights and learning.
- **Submit a proposed topic by Thursday of week 4 (Jan 26).** Your proposal should be no more than 1 page, identify a first and second choice subject, indicate your team members, and indicate your preferences among the presentation dates. The proposal should also state the key arguments you intend to make and any early sources of information you've identified. Consider making arguments or take a perspective you may not agree with, as doing so may provide you with new insights and learning.

- **Share a rough draft of your paper with another workgroup by the Friday of week 7 (Feb 17).** The draft should be sufficiently developed to offer a clear sense of direction, possible findings and recommendations, and sense of the evidence base you plan to rely upon. **By the middle of week 8 (Feb 23),** the reviewing workgroup will provide feedback on the robustness of your arguments and evidence, and suggestions for improvement. Review comments can be provided in both tracked changes and separate narrative feedback. Due dates can be adjusted by mutual consent of the workgroups. Groups will be graded on the quality of comments provided as well as adequacy of the drafts for comment purposes. Submit here: [Draft for Peer Review](#)
- **Present your work in class as a team on either week 9 (Feb 28) or week 10 (Mar 7)** Presentations should be no longer than 12 minutes, or 15 minutes for 5 person groups. The grading rubric for the presentation is [Grading Rubric - presentations.doc](#).
- **Submit your final paper no later than March 14.** Papers should be no longer than **5000** words (or 6000 in the case of 5 person groups), including charts and tables, but not references and author contribution statement, indicating roles of each team member (for examples, see Stoddard et al, 2021 from Week 2 or Basseches et al, 2022 from Week 8). [grading Rubric Final paper.doc](#)

Grading

This course uses a Standard Grading Scheme, which converts percentage grades into 4.0 grades.

Grades will be based on performance in the following assignments and weights, which are described further below, along with grading rubrics:

- Reading responses – 20%
- Class participation – 20%
- Final project (proposal, draft, review of other group's draft, final paper, and presentation) – 60%

Resources

Staying Current

News sites, blogs, and podcasts provide a rich vein of class material. Below is a list of resources to track on domestic and international in climate action and politics. Before each class, review them, particularly the top 3 listed – and other sources you may find or prefer – and be prepared to discuss the latest news of interest to you. We will devote time at each class to briefly discuss emerging developments and their implications for longer-term climate policy.

- [Climate Wire \(E&E news\)](#) for state and national developments:
- [Climate Home News](#) for international climate policy; consider signing up for their [Climate Weekly newsletter](#);
- Media outlets: [New York Times](#) climate page; [Al Jazeera climate page](#)

- [Carbon Brief](#)
- [InsideClimateNews](#)
- [Volts Podcast](#)
- [Matter of Degrees Podcast](#)

Student Resources

A number of challenges from a variety of directions can affect your ability to bring your optimal attention and energy to a course. [Student Resources](#) is a set of links to campus resources that UW makes available to students in trying to mitigate and cope with some of these challenges.

Technology Requirements

UW Libraries

In this course, you may be required to access a large number of databases through the Internet. Several of these databases are publicly available, but some are proprietary and access requires authentication through the [UW Libraries](#). Information about logging in to use these databases is available on the [Connecting to the Libraries](#) page.

Academic Conduct

Please review the Evans School Academic Policies which cover:

- Academic and Behavioral Misconduct
- Academic Integrity
- Copyright
- Privacy
- Concerns About a Course
- Evaluation of Student Work
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Religious Accommodation

Washington state law requires that UW develop a policy for the accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#).

Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

Course Schedule and Materials: Climate Policy

Note that course materials may be updated at any time up to one week prior to the class in question.

Week 1: The science of climate change

January 3

Why the big fuss over 1.5 degrees? Where did that target come from? What does it signify? What's its relationship to "net zero" and a "global carbon budget"? We'll use the current discussion over the enduring value and relevance of the 1.5 target as means to

explore the science of climate change, risks, and impacts, and the pace and scale of emission reductions needed. [Slide deck](#).

Core Materials

- Skim to get a sense for style and messages of the most significant scientific process and reports on climate change:
 - IPCC. (2021). [Summary for Policymakers. In V. Masson-Delmotte & et al., Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change](#). Cambridge University Press.
 - IPCC. (2022). [Summary for Policymakers. In Climate Change 2022: Mitigation of Climate Change](#). Summary for Policymakers. Working Group III contribution to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change.
 - IPCC (2022). [Summary for Policymakers. In Climate Change 2022: Impacts, Adaptation, and Vulnerability](#). Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change.
- Kolbert, E. (2022). [Climate Change from A to Z](#). *The New Yorker*.
- Harvey, C (2022, 11 November). [The World Will Likely Miss 1.5 Degrees C-- Why Isn't Anyone Saying So?](#) Climate Wire, E&E News

Supplementary Materials

- IPCC report videos: get the headlines from the scientists themselves: [WG1: Science](#); [WG2: Impacts and Adaptation](#); [WG3 Mitigation](#)
- IPCC (2018) “[Special Report: Global Warming of 1.5C](#)” Read the Summary for Policymakers
- Ibram Kendi, “[What the Believers are Denying](#),” (2019) The Atlantic
- Plumer, B., Zhong, J. (2022, 15 November), [Report Offers Starkest View Yet of U.S. Climate Threats](#), ([UW lib link](#)) *New York Times*

Week 2: The mitigation challenge

January 10

Despite decades-long recognition of the climate problem by scientists, governments, and international agreements, why have we yet to turn the corner on growing greenhouse gas emissions? What have countries committed to and will it be enough? Can technology and policy deliver? In this class, we'll dig deeper into the mitigation challenge and review some of its key terms and concepts.

Core Materials

- Environment, U. N. (2022, October 21). [Emissions Gap Report 2022](#). UNEP - UN Environment Programme. **Read the Executive Summary.**
- Stoddard, I., Anderson, K., Capstick, S., Carton, W., Depledge, J., Facer, K., Gough, C., Hache, F., Hoolohan, C., Hultman, M., Hällström, N., Kartha, S., Klinsky, S., Kuchler, M., Lövbrand, E., Nasiritousi, N., Newell, P., Peters, G. P., Sokona, Y., ... Williams, M. (2021). [Three Decades of Climate Mitigation: Why](#)

[Haven't We Bent the Global Emissions Curve?](#) *Annual Review of Environment and Resources*, 46(1), 653–689.

- Harvey, H., Orvis, R., & Rissman, J. (2018). [Designing climate solutions: A policy guide for low-carbon energy](#). Island Press. **Read Intro, p.1-21**

Supplementary Materials

Compare the two views on how well existing technologies (as of 20 years ago) could address the climate change problem in these two seminal articles:

- Pacala, S., Socolow, R., 2004. [Stabilization wedges: Solving the climate problem for the next 50 years with current technologies](#), *Science* 305: 968-972
- [Hoffert, M et al. 2002. Advanced Technology Paths to Global Climate Stability: Energy for a Greenhouse Planet](#), *Science* 298: 981-987 and letters to *Science* in response, *Science* 300: 581-584

Resources

- [Project Drawdown](#)
- EnRoads [Climate Solutions Simulator](#)

Week 3: The economics of climate change

January 17

Cost-benefit or cost-effectiveness: which is the appropriate analytical framework in the context of climate change? What are the pros and cons of each? How do they apply practically to policy decisions – and how do outcomes differ? Reflect about the tradeoffs in terms of social and environmental justice, political traction and feasibility, and whether the same conclusions apply when looking at US domestic vs. international contexts and decision-making. Are other frameworks more appropriate and when?

In this class, we'll discuss how economics can and should be used to evaluate climate policies. We'll also cover on some key terms and metrics (like GWP).

Core Materials

- Stern Review: The Economics of Climate Change. Her Majesty's Treasury, United Kingdom. 2006. [Executive summary](#), Despite its slapdash layout, this was a groundbreaking report when it was released. **Read pp. 7-21, skim the rest**
- Grubb, M., Chukwumerije Okereke, & et al. (2022). [Chapter 1: Introduction and Framing. In Climate Change 2022: Mitigation of Climate Change](#). Summary for Policymakers. Working Group III contribution to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change. **Read Sec 1.7.**
- Chemnick, J. (2022, December 2). [E&E News: How EPA beat the WhiteHouse on estimating climate damage](#)

Read at least 2 of the following (ideally, read or skim them all):

- Rennert, K., Errickson, F., Prest, B. C., Rennels, L., Newell, R. G., Pizer, W., Kingdon, C., Wingenroth, J., Cooke, R., Parthum, B., Smith, D., Cromar, K., Diaz, D., Moore, F. C., Müller, U. K., Plevin, R. J., Raftery, A. E., Ševčíková, H.,

- Sheets, H., ... Anthoff, D. (2022). [Comprehensive evidence implies a higher social cost of CO₂](#). *Nature*, 610(7933), Article 7933.
- Kaufman, N. (2022). [How the Unequal Effects of Climate Change Broke Economists' Favorite Tool](#). *How the Unequal Effects of Climate Change Broke Economists' Favorite Tool*
 - Aldy, J. E., Kotchen, M. J., Stavins, R. N., & Stock, J. H. (2021). [Keep climate policy focused on the social cost of carbon](#). *Science*, 373(6557), 850–852.
 - Kaufman, N., Barron, A. R., Krawczyk, W., Marsters, P., & McJeon, H. (2020). [A near-term to net zero alternatives to the social cost of carbon for setting carbon prices](#). *Nature Climate Change*, 10(11), Article 11

Supplementary Materials

- McKinsey Pathways to a Low-Carbon Economy; [Version 2 of the Global Greenhouse Gas Abatement Cost Curve](#), Summary of Findings (O - [Version 2.1](#)-for the curious)
- Nordhaus, W. 2007. [“Critical Assumptions in the Stern Review on Climate Change,” Science, 317 \(July 13\) 201-202](#)
- Ackerman, F. [“Debating Climate Economics: The Stern Review vs. Its Critics ”](#) Report to Friends of the Earth-UK, July 2007

Week 4: Global cooperation and international negotiations

January 24

It is often said that climate change is the ultimate collective action problem: simply put, why should we act if others don't? Or if they do, why should we act rather than not “free ride”? In contrast, some observers (Aklin and Mildemberger, 2020, e.g.) argue that collective action theory doesn't do a good job of explaining how governments engage in climate policy. And others argue (including IPCC WG3) that addressing equity among (and within) nations is critical to addressing climate change, not just from an ethical perspective but from a pragmatic one. In this class, we'll discuss the features and challenges of international cooperation on climate change, focusing on what we've learned from 30 years of negotiations under the UN Framework Convention on Climate Change as well as from other international cooperation efforts and where they may be headed. Guest speaker: [Zoha Shawoo](#), Loss and Damage.

Core Materials

- Gupta, Joyeeta (2010). [A History of International Climate Change WIREs Climate Change 1, 636-653](#).
- Keohane, R. O., & Victor, D. G. (2016). Cooperation and discord in global climate policy. *Nature Climate Change*, 6(6), Article 6. <https://doi.org/10.1038/nclimate2937>
- *One more reading to be added*
- Borenstein, S. (2022, November 4). [Climate negotiations: 30 years of melting hope and US power](#).
- COP27: [Key Takeaways and What's Next WRI Blog](#). (2022). *Ecosystem Marketplace*.

Supplementary Materials

- [Podcast] Andrea Lindblom, Paul Chukwuma, Zoha Shawoo, & Inès Bakthaoui. (2022, October 31). [Loss and Damage – what it means, and how to operationalize finance to address it.](#)
- Masood, E., Tollefson, J., & Irwin, A. (2022). [COP27 climate talks: What succeeded, what failed and what’s next.](#) Nature, 612(7938), 16–17
- Ostrom, E. (2010). [Polycentric systems for coping with collective action and global environmental change.](#) Global Environmental Change, 20(4), 550–557.
- Aklin, M., & Mildemberger, M. (2020). [Prisoners of the Wrong Dilemma: Why Distributive Conflict, Not Collective Action, Characterizes the Politics of Climate Change.](#) Global Environmental Politics, 20(4), 4–27.
- Aruna Chandrasekhar, Daisy Dunne, Josh Gabbatiss, Joe Goodman, Simon Evans and Zizhu Zhang (2022, November 21). COP27: Key outcomes agreed at the UN climate talks in Sharm el-Sheikh. <https://www.carbonbrief.org/cop27-key-outcomes-agreed-at-the-un-climate-talks-in-sharm-el-sheikh/> Peruse the “Who wants what” table.
- Cléménçon, R. (2016). [The Two Sides of the Paris Climate Agreement: Dismal Failure or Historic Breakthrough?](#) The Journal of Environment & Development, 25(1), 3–24.

Week 5: Climate policies and climate justice, tools and assessments frameworks

January 31

This class will cover the range of climate policies that jurisdictions have considered and policy analysis frameworks that can be used to assess them. We’ll also explore the embedding of equity and justice in climate policy design.

Core Materials

- Dubash, N. K., Mitchell, C., & et al. (2022). [Chapter 13: National and Sub-national Policies and Institutions.](#) In *Climate Change 2022: Mitigation of Climate Change. Summary for Policymakers. Working Group III contribution to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change.* **Read Sections 13.6 and 13.7; skim the rest.**
- Harvey, H., Orvis, R., & Rissman, J. (2018). [Designing climate solutions: A policy guide for low-carbon energy.](#) Island Press. **Read Chapter 3; skim Chapters 4-12 to get a feel for the types and examples of policies enacted across sectors.**
- In-depth Q&A: [What is ‘climate justice’?](#)(2021, October 4). Carbon Brief.
- Lammy, D. (2021). [David Lammy: Climate justice can’t happen without racial justice.](#) TED Talk.

Supplementary Materials

- Johnson, A. (2020, 7 June) [I’m a black climate expert. Racism derails our efforts to save the planet.](#) Washington Post.
- WA Dept of Ecology, 2022. [The Healthy Environment for All Act](#), Washington’s first environmental justice law.

Week 6: Carbon pricing

February 7

This class will be a deep dive into the most commonly discussed and controversial of climate policies – carbon pricing – in its various forms. Guest speaker: [Derik Broekhoff](#). Current issues in carbon markets

Core Materials

- Harvey, H., Orvis, R., & Rissman, J. (2018). [Designing climate solutions: A policy guide for low-carbon energy](#). Island Press.. **Read Chapter 13, pp 253-277**
- Carbon Pricing Leadership Coalition (webpage). [What is Carbon Pricing? a brief overview of the key issues in carbon pricing design and Article 6 from a cheerleading coalition for carbon pricing; the 3 minute video is a must watch.](#)
- Green, J. F. (2021). [Does carbon pricing reduce emissions? A review of ex-post analyses](#). Environmental Research Letters, 16(4), 043004
- World Bank. (2022). [State and Trends of Carbon Pricing 2022](#). Washington, DC: World Bank. **Read Executive Summary**
- Roberts, D. (2020, 15 December). [Giving up on the economy-wide carbon pricing dream, a conversation with Cullenward & Victor, part one.](#)

Supplementary Materials

- Schneider, L., Duan, M., Stavins, R., Kizzier, K., Broekhoff, D., Jotzo, F., Winkler, H., Lazarus, M., Howard, A., & Hood, C. (2019). Double counting and the Paris Agreement rulebook. *Science*, 366(6462), 180–183. <https://doi.org/10.1126/science.aay8750>
- Stiglitz, J. E., Stern, N., Duan, M., Edenhofer, O., Giraud, G., Heal, G. M., ... & Winkler, H. (2017). Report of the high-level commission on carbon prices. [Executive Summary](#).
- Bataille, C., Guivarch, C., Hallegatte, S., Rogelj, J., & Waisman, H. (2018). [Carbon prices across countries](#). *Nature Climate Change*, 8(8), Article 8.
- [Podcast] [Do dividends make carbon taxes more popular?](#) Apparently not. A new study finds evidence that frustrates a common theory. *Or if you're really interested in the research itself*: Mildemberger, M., Lachapelle, E., Harrison, K., & Stadelmann-Steffen, I. (2022). [Limited impacts of carbon tax rebate programmes on public support for carbon pricing](#). *Nature Climate Change*, 12(2), Article 2
- ICAP/PMR (2021). [Emissions Trading in Practice: A Handbook on Design and Implementation](#). World Bank Group, Washington, DC.

Week 7: National climate policy, deep decarbonization and just transitions

February 14

In this class, we'll examine the evolution of US national climate policy over the past few decades, which led to the largely unanticipated passage of the momentous Inflation

Reduction Act, and the emergence of deep decarbonization and just transitions as a central elements of national climate strategies.

Core Materials

- Dernbach, J. C., & Jones, R. A. (2023). [Evolution of U.S. Climate Law and Policy](#) (SSRN Scholarly Paper No. 4335291 and Chapter 3 of Global Climate Change and U.S. Law, Gerrard, M, Freeman, J & Burger, M. Eds. (2023). **Read Sections II, III, V**
- Resources for the Future (Retrieved January 25, 2023), [Federal Climate Policy](#). Review topics 103 (power sector) through 108 (oil and gas industry).
- Roberts, D. (2022). [Volts podcast: What to make of the Democrats' last-minute climate bill](#). Podcast/Transcript with Jesse Jenkins and Leah Stokes. (also available on Spotify)
- Yglesias, M. (2022). [How the Green New Deal became the Inflation Reduction Act](#). Blog post.
- Larson, E et al. (2021). [Princeton Net-Zero America Report \(Watch video summary\)](#).

Supplementary Materials

- [Lashof, D. \(2023\). Tracking Progress: Climate Action Under the Biden Administration.](#)
- Roberts, D. (2020, May 27). [At last, a climate policy platform that can unite the left](#). Vox.
- Foreign Policy. (2023). What Does a Just Transition Really Mean? [Podcast with Ben Sovacool](#)
- Dubash, N. K., Pillai, A. V., Flachslan, C., Harrison, K., Hochstetler, K., Lockwood, M., MacNeil, R., Mildenerger, M., Paterson, M., Teng, F., & Tyler, E. (2021). National climate institutions complement targets and policies. *Science*, 374(6568), 690–693. <https://doi.org/10.1126/science.abm1157>

Week 8: Regional and state climate policy and the CCA

February 21

We'll review of the status and role of sub-national climate action, with a special focus on the 2023 roll out of the most ambitious carbon pricing (or "cap-and-invest") scheme to date: Washington State's Climate Commitment Act. Guest speakers: [Kelly Hall](#) and [Altinay Karasapan](#), Climate Solutions; [Matt Steuerwalt](#), UW and Insight Partners

Core Materials

- Basseches, J. A., Bromley-Trujillo, R., Boykoff, M. T., Culhane, T., Hall, G., Healy, N., Hess, D. J., Hsu, D., Krause, R. M., Prechel, H., Roberts, J. T., & Stephens, J. C. (2022). Climate policy conflict in the U.S. states: [A critical review and way forward](#). *Climatic Change*, 170(3), 32.
- [Podcast] Roberts, D. (2021). [Washington state now has the nation's most ambitious climate policy](#). Retrieved December 18, 2022

- Karasapan, A. (2023). [Landmark climate leadership and investment: The Climate Commitment Act in WA](#). Climate Solutions.
- EDF, 2022. [Washington State's Climate Commitment Act: A model for ambitious climate policy](#)
- Lopez, N. (2022, November 16). [Slashing greenhouse gases: California revises climate change strategy](#). *CalMatters*.
- Plumer, B. (2022, September 1). [California Approves a Wave of Aggressive New Climate Measures](#). *The New York Times*.

Supplementary Materials

- WA State Department of Ecology. [Climate Commitment Act](#)
- [State Climate Policy Dashboard](#). (n.d.). Climate-XChange.
- bp (Director). (2021, October 20). [Strong, effective policy matters: Washington's Climate Commitment Act](#).

Week 9: Adaptation and climate resilient development

February 28

In this class, we'll shift focus from mitigation to adaptation, and explore strategies for states and communities to adapt effectively to climate impacts and for development to be more climate-resilient. Guest speaker: [Lara Hansen](#), EcoAdapt

Core Materials

- Ara Begum, R., et al, (2022): [Point of Departure and Key Concepts](#). In: Climate Change 2022: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change, NY, USA, pp. 121–196, doi:10.1017/9781009325844.003. **Read Section 1.4**
- Hansen, L. J., & Hoffman, J. R. (2011). [Buying Time](#). [Download Buying Time](#). In L. J. Hansen & J. R. Hoffman, *Climate Savvy* (pp. 37–54). Island Press/Center for Resource Economics. https://doi.org/10.5822/978-1-59726-988-9_4
- Adelsman, Hedia & Ekrem, Joanna. (2012). [Preparing for a Changing Climate: Washington State's Integrated Climate Response Strategy](#). Washington Department of Ecology. **Skim only to get a feel for state adaptation strategy.**
- Schipper, E. L. F. (2020). [Maladaptation: When Adaptation to Climate Change Goes Very Wrong](#). [Download Maladaptation: When Adaptation to Climate Change Goes Very Wrong](#). *One Earth*, 3(4), 409–414. <https://doi.org/10.1016/j.oneear.2020.09.014>
- Morrissey, J. (2014, May 19). Addressing the political deficit in climate adaptation. Aljazeera. <https://www.aljazeera.com/opinions/2014/5/19/addressing-the-political-deficit-in-climate-adaptation>

Supplementary Materials

- Eriksen, S., Schipper, E. L. F., Scoville-Simonds, M., Vincent, K., Adam, H. N., Brooks, N., Harding, B., Khatri, D., Lenaerts, L., Liverman, D., Mills-Novoa, M.,

- Mosberg, M., Movik, S., Muok, B., Nightingale, A., Ojha, H., Sygna, L., Taylor, M., Vogel, C., & West, J. J. (2021). Adaptation interventions and their effect on vulnerability in developing countries: Help, hindrance or irrelevance? *World Development*, 141, 105383. <https://doi.org/10.1016/j.worlddev.2020.105383>
- Hansen, L. J., & Hoffman, J. R. (2011a). [Adapting Governance for Change](#) Download Adapting Governance for Change. In L. J. Hansen & J. R. Hoffman, *Climate Savvy* (pp. 199–212). Island Press/Center for Resource Economics. https://doi.org/10.5822/978-1-59726-988-9_16
 - Hansen, L. J., & Hoffman, J. R. (2011b). [Regulating Harvest in a Changing World](#). Download Regulating Harvest in a Changing World. In L. J. Hansen & J. R. Hoffman, *Climate Savvy* (pp. 171–179). Island Press/Center for Resource Economics. https://doi.org/10.5822/978-1-59726-988-9_13

Week 10: Other levers: corporate, individual, supply side, civil society, and legal action

March 7

Up to this point, the course has focused on the traditional realms of climate policy, with government as the key agent of action and reducing emissions as the key objective. In this session, we'll consider the role of other actors and frameworks, and specifically the role of the private sector. Guest speaker: [Elizabeth Wilmott](#), Microsoft, Chief of Staff to Chief Sustainability Officer

Core Materials

- To be added

Supplementary Materials

- See class announcement for links to elements of Microsoft's climate and sustainability strategy