



ENVIR ST 349: Climate Change Governance. Fall 2018

Meeting Times and Locations: TR 11:00 AM-11:50 PM in L196 Education, + discussion sections in Room 175 Science Hall

Instructional Mode: Face-to-face

Canvas Course URL: <https://canvas.wisc.edu/courses/121196>

Credits: 3, earned through 2.5 hours of classroom or direct faculty/instructor instruction and a minimum of 6 hours of out of class student work each week over approximately 15 weeks.

INSTRUCTORS AND TEACHING ASSISTANTS

Instructor: Dr. Leah S. Horowitz
Email: LHorowitz@wisc.edu
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Office Hours: By appointment in 80 Science Hall

Teaching Assistant: Morgan Robinson
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Office Hours: T 12:30-1:30 (location TBA), or by appointment

OFFICIAL COURSE DESCRIPTION

Climate change is being felt, and addressed, at every level of society, from the individual to the global scale. This course examines efforts to mitigate climate change. In the first half of the semester, we will learn about initiatives that are being implemented through international treaties; national, state, and municipal government policies; corporate programs; and individual behavior. We will examine the advantages and disadvantages of each approach, their successes, and the obstacles they have faced. In the second half of the semester, we will evaluate various forms of climate activism as a means of advocating for meaningful action on climate change.

Requisites: Sophomore standing

LEARNING OUTCOMES

1. Be aware of different initiatives used in addressing climate change at a range of scales and that draw upon a variety of conceptual frameworks.
2. Critically evaluate these initiatives, placing them into their social, political, economic, and cultural contexts.
3. Demonstrate skills in articulating understandings of these approaches, in both oral and written form.
4. Demonstrate enhanced confidence in making presentations to the class and contributing to class activities.
5. Think creatively in evaluating and designing climate change governance approaches.

DISCUSSION SESSIONS

Each student has been assigned to one of three discussion sections for this course, which meet on Thursdays at 2:25-3:15 PM, 3:30-4:20 PM, and 4:35-5:25 PM. All discussion sections meet in Room 175 Science Hall.

REQUIRED READINGS

All reading assignments will be posted on Canvas, in each week's folder.

COURSE FORMAT

This course is designed to be interactive, participatory, and engaged. We will meet as a class for 50 minutes twice a week, on Tuesday and Thursday mornings, at which time we will have a 25-minute lecture, followed by a 25-minute student presentation. Each student has also been assigned to one of three smaller discussion sections, each of which will meet for 50 minutes every Thursday afternoon for a 25-minute discussion of the readings for that week, followed by a 25-minute exercise.

N.B.: Blank feedback forms for all graded assignments may be found on Canvas, in the Assignments folder. Please look at these before completing your assignment, to see how you will be evaluated.

Lost files are not an excuse. You will not receive an extension if you have not backed up your files and they have been lost, which happens all the time. Don't let it happen to you!

Students will be responsible for the following components.

1. Lectures

During class, each lecture will be recorded and uploaded to Canvas, in the appropriate week's Lecture folder, as either a video or a Powerpoint file. If the latter, open it with Powerpoint and click Slide Show > From Beginning to hear the narration.

2. Readings

For each week's readings, discussion questions will be posted on Canvas. These questions will guide your reading, and help you to prepare for the exam and project. Please read each set of

questions before you do each reading assignment, and as you do the reading, consider how you would answer them. Each Thursday, in your discussion section, you will go over the readings for that week. This is also an opportunity for you to ask any questions or share any insights.

3. Case Study Presentations

Each class meeting, we will have a 25-minute presentation, from teams of three students each, who will present case studies based on that week's topic.

I have created and shared a Google Doc, available here:

https://docs.google.com/document/d/1IgxS_8O4j8Y7mghnTm2pvaeSocHrsUu8_pXXQNsIj5U/edit?usp=sharing, for you to sign up for your presentation. Please do so by Monday, September 10. First come, first served! Whoever hasn't signed up by September 10 will be assigned a presentation slot.

You will present together with your team-mates, but you will be evaluated individually – i.e., you will not necessarily receive the same grade. So, you should each plan to speak for seven minutes, with four minutes at the end for questions to be answered jointly. You should coordinate so that team members' presentations complement, rather than overlap with or contradict, each other.

You may use PowerPoint or Prezi for visuals. All students on each team should combine their presentations into a single file. One student from each team should upload your joint presentation to the Assignments folder labeled Presentations on the Canvas course page, by 8 AM on the day of your presentation.

This course has a folder on UW Box entitled, "ES 349: Climate Change Governance Case Study Materials", available here: <https://uwmadison.box.com/s/zfm07aolhwhjygfxknax606quazw08zr>. Within that folder, there are subfolders corresponding to each presentation. (The number is the week; A and B designate who goes first, normally A on Tuesday and B on Thursday. These number-letter combinations correspond to those on the sign-up sheet.)

In each week's Case Study Materials folders, you will find materials on the case study topics. You are welcome to use those, but are not obliged to do so. In any case, you should also use additional materials. See *Sources* below. On your last slide, please list the sources that informed your presentation.

Remember that each speaker should provide not just facts but analysis as well. Show how your case study ties into the broader themes covered in this course.

If you cannot make it to class on the day of your presentation due to illness or another valid reason, you will need to provide documentation such as a doctor's note, and upload your slides before class time if at all possible. You will be assigned another time slot if one is available.

If you do not have a valid excuse and your presentation is not given on the day you signed up for, you will be assigned another time slot if possible, but you will only be able to earn half

credit. If another time slot is not available, you will not be able to earn any credit for this assignment.

4. Exercises

Each Thursday in your discussion section, after discussing that week's readings, you will participate in an exercise designed to help you engage with that week's material in a meaningful (and hopefully fun) way. That 25-minute slot is an opportunity to receive guidance and ask any questions you might have.

As many of the exercises will involve internet-based research, please bring a laptop computer to your discussion section if possible.

Most exercises will involve working in small teams that address different aspects of a problem. Although you will collaborate in class, the write-up is done individually. It will be evaluated on: evidence of further research into the issue (i.e. additional sources, such as scholarly materials or government reports – again, be careful about your sources); integration of insights from other course material (show what bigger-picture concepts you've learned that week!); and original, creative thinking.

Each write-up should be a maximum of 300 words. Think of the exercise as a mini-essay: use correct grammar and punctuation, structure it logically, and be sure to proof-read. At the end of your write-up (not included in the word count), provide a list of the references you cited. You need to cite your sources within the text too.

Please upload your completed exercise to the Assignments folder for that week's exercise, at any time before the following Tuesday's class. Late exercises can only earn a maximum of half credit.

N.B.: Please upload your exercise as a Microsoft Word document, single-spaced. The Track Changes feature of Word may be used to provide feedback, so please ensure you have that feature enabled.

Each exercise will be worth three points (3% of your total grade).

5. Exam

There will be one in-class mid-term exam. More information will be provided closer to the exam date.

Rescheduling will only be possible upon production of appropriate documentation for an excused absence (e.g. a doctor's note).

6. Advocacy Project

Choose one climate change-related issue that you are particularly interested in, and design an advocacy project to help mitigate climate change by addressing that issue.

Discuss how your project would use the following methods: messaging, lobbying, and nonviolent direct action. Use rubrics to separate the sections. Your project write-up should be broken down as follows (word counts for individual sections can be somewhat flexible, but the total should not exceed 2,000 words):

- a) 100 words on your vision of the change you'd like to see and how it would help mitigate climate change.
- b) For each method (messaging, lobbying, nonviolent direct action):
 - i. 250 words on how your project could use this method;
 - ii. 250 words on challenges you would expect to face when implementing this method, and how you could address them;
 - iii. 100 words on why this method would be a useful approach, or why not.
- c) Conclusions: summary, and looking toward the future (100 words).

As with the exercises, you will earn points for being concise and substantive, drawing on – and citing – material you read for this course in order to make convincing arguments. When citing sources, avoid long quotes; instead, paraphrase to demonstrate you have understood the content; see https://writing.wisc.edu/Handbook/QPA/QPA_paraphrase2.html.

You should also conduct (and, again, cite) some additional research, using reliable sources. These sources should not simply provide background information on your chosen issue, but should help you demonstrate how you would tailor what you have learned in this class to that particular issue.

At the end (not included in the word count), provide a correctly-formatted list of the sources that you have cited in the text. You should have at least 10 sources. These should include some readings assigned for this class, as well as at least four appropriate sources you have discovered independently. See *Sources* below.

See Advocacy Project Guidance on Canvas (in the Assignments folder) for further specifics on how this assignment will be evaluated.

All Advocacy Projects should be uploaded to the Advocacy Project folder on Canvas (as a Microsoft Word document, single-spaced) by 11:59 PM on Sunday, December 16. Late projects will lose one point for every day they are late.

Sources

Please be careful to make sure that your sources contain reliable information. The gold standard is peer-reviewed articles in academic journals; you may also use books from academic presses, and/or government or non-governmental organizations' or intergovernmental institutions' reports.

Be especially careful about websites; e.g. Wikipedia is not a reliable source. Also avoid the popular press, blogs, etc. If you are uncertain about a source, you can check with me. In any case, the vast majority of your sources should not be websites.

Never cite an in-class lecture. Lectures are not the original source of the information but necessarily draw on other material. You should find and cite the original source. If you are having trouble finding it, feel free to contact me.

Please use the Author-Date citation format. You may use either APA or MLA styles. The following websites may be helpful:

<https://writing.wisc.edu/Handbook/Documentation.html>

http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

<https://aus.libguides.com/apa>

The main thing to remember is to use in-text citations with the author, date, and – for direct quotations – page number; then, cite those sources in a list at the end of your paper (not endnotes). Be sure to include all necessary information, and that this information is correct.

You will only receive credit for sources that you cite in both the text and the bibliography.

GRADING

Grades will be assigned according to the following scale: A (93-100); AB (88-92); B (83-87); BC (78-82); C (70-77); D (60-69); F < 60.

The overall grade for the semester will be based on the following:

Exercises (all 10)	30 points
Case Study Presentation	15 points
Midterm Exam	30 points
<u>Advocacy Project</u>	<u>25 points</u>
Total	100 points

RULES, RIGHTS & RESPONSIBILITIES

Please turn off cell phones in the classroom; text messaging during the class period will not be tolerated. Computers are to be used for note-taking only, unless another use is authorized by the instructor.

You are expected to be professional, respectful, and courteous to other students and the instructor. If you have a preferred gender pronoun, please feel free to let me know.

If a due date for an assignment, or an in-class exercise, conflicts with an important date for a religion you practice, you must notify me within the first two weeks of the semester so that appropriate arrangements may be made.

Please see the Undergraduate Guide (<http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>) for information about student rights and responsibilities, grievance procedures, and ways to seek assistance.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>

CLASS WEBSITES AND EMAIL

A website for this course has been developed through Canvas. This syllabus, along with readings, assignments, and other information will be posted on the course website.

Be sure to check your UW email regularly (preferably daily) to keep informed of updates or additional information. Also, when emailing me, please always use your UW email account (not gmail, yahoo, etc.).

There is also a class Facebook page, <https://www.facebook.com/groups/1159847727427226/>, where the instructor and students can post supplementary information and notifications of upcoming events relevant to climate change. There is no obligation to join the group, but you are encouraged to do so if it is of interest.

INSTRUCTOR BACKGROUND

Dr. Horowitz is an Assistant Professor with a joint appointment in the Nelson Institute for Environmental Studies and the Department of Civil Society and Community Studies in the School of Human Ecology. Her research examines grassroots engagements with environmental issues, focusing on transnational mining projects, both urban and rural biodiversity conservation, and unconventional fossil fuel development. She has used ethnographic methods to examine these issues in New Caledonia (South Pacific), Malaysian Borneo, and the U.S. (New Jersey, Wisconsin, Minnesota, North and South Dakota).

For more information, including a list of publications, please see this website:

<https://wisc.academia.edu/LeahSHorowitz>

COURSE OUTLINE

N.B. All readings can be found in the corresponding week's folder on Canvas.

Week	Assignment due
1	<i>Overview of climate change governance</i>
R 9/6	Syllabus. Fröhlich, J. and J. Knieling 2013. Conceptualising climate change governance. Pp. 9-26 in J. Knieling and W.L. Filho (eds.) <u>Climate change governance</u> . Springer: Heidelberg.
2	<i>International agreements: from Rio to Bonn and beyond</i>
T 9/11	Sign up for a presentation slot. Michaelowa, A. 2015. Opportunities for and alternatives to global climate regimes post-Kyoto. <i>Annual Review of Environment and Resources</i> 40: 395-417.
R 9/13	Gupta, J. 2014. Chapter 8: Countries, coalitions, other actors and negotiation challenges. Pp. 147-172 in <u>The history of global climate governance</u> . Cambridge University Press: Cambridge.
3	<i>Regulatory approaches: command-and-control vs. market-based</i>
T 9/18	Exercise 1 due. Bartle, I. 2011. Regulatory approaches to climate change mitigation. Pp. 629-641 in D. Levi-Faur (ed.) <u>Handbook on the politics of regulation</u> . Edward Elgar: Cheltenham, UK.
R 9/20	Morris, A.C. et al. 2016. State-level carbon taxes: options and opportunities for policy-makers. The Brookings Institution: Washington, D.C.
4	<i>National- and state-level climate change actions and politics</i>
T 9/25	Exercise 2 due. Obydenkova, A.V. & R. Salahodjaev 2017. Climate change policies: The role of democracy and social cognitive capital. <i>Environmental Research</i> 157: 182-189.
R 9/27	Kim, S.E. and J. Urpelainen 2017. The polarization of American environmental policy: A regression discontinuity analysis of Senate and House votes, 1971–2013. <i>Review of Policy Research</i> 34(4): 456-484.
5	<i>Climate mitigation in the city</i>
T 10/2	Exercise 3 due. Lee, T. and C. Koski 2015. Multilevel governance and urban climate change mitigation. <i>Environment and Planning C: Government and Policy</i> 33: 1501-1517.
R 10/4	Radzi, A. and P. Droege 2013. Governance tools for local energy autonomy. Pp. 227-242 in J. Knieling and W.L. Filho (eds.) <u>Climate change governance</u> . Springer: Heidelberg.
6	<i>Corporations: Is “greening” the corporation possible?</i>
T 10/9	Exercise 4 due. Ormond, J. 2015. New regimes of responsabilization: practicing product carbon footprinting in the new carbon economy. <i>Economic Geography</i> 91(4): 425-448.
R 10/11	Smith, R. 2011. Green capitalism: the god that failed. <i>Real-World Economics Review</i> 56:112-144.
7	<i>Individual behavior: green consumption vs. degrowth</i>
T 10/16	Exercise 5 due. Gjerris, M. et al. 2016. What to buy? On the complexity of being a critical consumer. <i>Journal of Agricultural and Environmental Ethics</i> 29: 81-102.
R 10/18	Dietz, R. and D. O’Neill 2013. <u>Enough is enough: Building a sustainable economy in a world of finite resources</u> . Chapters 1-4, pp. 3-55.

8	<i>Midterm review</i>
T 10/23	Exercise 6 due. Study for Midterm Exam. Bring any questions to class.
R 10/25	Midterm Exam
9	<i>Messaging</i>
T 10/30	Roser-Renouf, C. et al. 2015. Engaging diverse audiences with climate change: message strategies for global warming's six Americas. Pp. 368-386 in <u>The Routledge handbook of environment and communication</u> . Routledge: Abingdon, UK.
R 11/1	ecoAmerica, et al. 2015. Let's Talk Climate: Messages to Motivate Americans. Washington, D.C.
10	<i>Lobbying</i>
T 11/6	Exercise 7 due. Reitig, K. 2016. The power of strategy: environmental NGO influence in international climate negotiations. <i>Global Governance</i> 22: 269-288.
R 11/8	Böhmelt, T. 2013. Civil society lobbying and countries' climate change policies: a matching approach. <i>Climate Policy</i> 13(6): 698-717.
11	<i>Nonviolent direct action</i>
T 11/13	Exercise 8 due. Rogers, N. 2015. "If you obey all the rules you miss all the fun": climate change litigation, climate change activism and lawfulness. <i>New Zealand Journal of Public & International Law</i> 13(1): 179-199.
R 11/15	Kaupa, C. 2016. Political rights, civil disobedience, climate change and the law. https://medium.com/climate-change-law/11-political-rights-civil-disobedience-climate-change-and-the-law-cf8fd53c24ed . (Please watch all embedded videos!)
12	<i>Violent direct action: "Ecoterrorism"</i>
T 11/20	Exercise 9 due. Watson, H. and T. Wyatt 2014. Politics, power and the media: The visibility of environmental and eco-terrorism. Pp. 44-60 in P. Davies et al. (eds.) <u>Invisible crimes and social harms</u> . Palgrave Macmillan: Houndmills, UK.
R 11/22	Thanksgiving
13	<i>Climate Justice</i>
T 11/27	Okereke C., and P. Coventry 2016. Climate justice and the international regime: before, during, and after Paris. <i>WIREs Climate Change</i> 7(1): 834-851. <i>The Guardian</i> 2016. 'World can't afford to silence us': Black church leaders address climate change. July 24.
R 11/29	Atapattu, S. 2016. Chapter 6: Climate-related migration and "climate refugees." Pp. 155-175 in <u>Human rights approaches to climate change: Challenges and opportunities</u> . Routledge: London.
14	<i>Indigenous climate activism</i>
T 12/4	Exercise 10 due. Powless, B. 2012. An Indigenous movement to confront climate change. <i>Globalizations</i> 9(3): 411-424.
R 12/6	No readings. Work on Advocacy Projects.
15	<i>Advocacy Projects</i>
T 12/11	No class. Office Hours 8:50-11:50 AM.
Su 12/16	Advocacy Projects due, 11:59 PM.

Inclusivity at UW-Madison

Message from campus leaders:

“UW-Madison is committed to fostering a campus environment where every student can learn, feels safe and valued, and is able to thrive.” – Chancellor Rebecca Blank

“Diversity is a source of strength, creativity and innovation for our campus. We’re focused on listening to and learning from our students and community members and taking the right steps to improve the campus climate.” – Patrick Sims, Chief Diversity Officer

Working well with diverse individuals is critical to your success:

In our diverse society, being able to effectively interact and work in teams with people from many different backgrounds is critical to your success. Like leadership or critical thinking, learning how to work well with people from diverse backgrounds is a skill anyone can learn with practice. Badgers who build this skill in college are not only doing the right thing, they are also more successful in the job market and excel more quickly in their careers.

What your peers think:

A recent survey found that 87% of UW students agreed with this statement: “I embrace diversity and make sure that people from all backgrounds feel part of the UW-Madison community.” They also said they do their best to behave inclusively, though they sometimes worry about saying the wrong thing. While overt acts of discrimination occur at UW, recent research suggests these acts are committed by a small minority of individuals who differ radically from other students in terms of their attitudes and personalities.

What you can do:

Being inclusive is easy. By doing some simple things, you can improve our campus climate.

Do these things...	...but not these things
Have a conversation with a student who has a different background from you. Ask them about their experiences.	Assume you know about an individual’s abilities and interests just because they belong to a certain social group.
Attend several activities, talks, or other diversity events per semester. Find an events list at bit.ly/UWdiverse .	Tell someone they conform to a positive stereotype about a group they belong to. Instead, give them a personal compliment!
Display the same level of warmth and enthusiasm when interacting with students from all social groups.	Tell someone their name is odd because you find hard to pronounce. Instead, learn how to say their name correctly.
Ask individuals from different social groups what terms or phrases they find offensive.	Tell someone they are different from “typical” members of a social group they belong to.
Choose students from different social groups for class projects and study groups.	Remain silent when you see others engage in discrimination. Speak up!

Questions about this page? Send an email! schwakopf@wisc.edu