

**University of Wisconsin-Madison
ENVIR ST 402 - 001, Fall 2016
Climate Change Governance**

Course Details

Class Meetings: TR 11:00 AM-12:15 PM in Vilas 4008
Instructor: Dr. Leah S. Horowitz
Email: LHorowitz@wisc.edu
Phone: (608) 890-3803
Office Hours: By appointment

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. 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. We will also evaluate various forms of climate activism as a means of pushing for meaningful action on climate change.

Required Reading

All reading assignments will be posted on Learn@UW, in each week's folder.

Course Objectives

Upon successful completion of this course, students should be able to:

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

Course Format

The course is designed to be highly interactive, participatory, and engaged. Typically (with some variance), every Tuesday we will have a 25-minute lecture, followed by a 25-minute student presentation, followed by a 25-minute discussion of the reading for that day. Every Thursday, we will have a 25-minute lecture, followed by a 25-minute discussion of the reading for that day, followed by a 25-minute exercise.

Each lecture will be recorded using Lecture Capture and uploaded to Learn@UW, in the appropriate week's folder.

Students will be responsible for the following components.

1. Case Study Presentations

Each Tuesday, we will have a 25-minute presentation from a team of two students who will present a case study based on that week's topic.

I have created and shared a Google Doc for you to sign up for your presentation. Please do so by Monday, September 11. First come, first served! Whoever hasn't signed up by September 11 will be assigned a presentation slot.

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

You may use PowerPoint or Prezi for visuals. Please upload your presentation to the Dropbox folder labeled Presentations on Learn@UW, before class time on the day of your presentation.

In each week's Case Study Materials folder, you will find materials on the case study topic. If you wish, you may use alternative or additional materials from the UW library, or news articles or government reports. Please be careful to make sure that your sources contain reliable information. If you are uncertain about a source, you can check with me. On your last slide, please list the sources that informed your presentation.

Blank feedback forms for the presentations may be found on Learn@UW. Please look at these before giving your presentation to see how you will be evaluated. 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 either be assigned another presentation slot or, if none are available, you will present during the last week of class.

2. Exercises

Each Thursday in class, we will engage 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. You should then continue working on the exercise on your own, after class.

As many of the exercises will involve internet-based research, please bring a laptop computer to class on Thursdays if possible.

Most exercises will involve working in small teams that address different aspects of a problem. If you miss Thursday's class, please contact me to know which aspect you have been assigned.

Although you will collaborate in class, the write-up is done individually. What can make your write-up stand out is: evidence of further research into the issue; integration of insights from other course material; 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 used.

Please upload your completed exercise from the Thursday class to the Dropbox folder for that week's exercise, at any time before the following Tuesday's class. Late exercises can only receive a maximum of half credit. If you upload an exercise after the time it is due, email me to let me know it is there; otherwise, I might have already downloaded the others and might not see yours.

Lost files are not an excuse. You must back up your files. 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!

N.B.: Please upload your exercise as a Microsoft Word document, single-spaced. I will use the Track Changes and Comments feature of Word to provide feedback, so please ensure you have those features enabled. If you cannot see any comments, please let me know.

Each exercise will be worth four points (4% of your total grade).

3. Exams

There will be two in-class exams. More information about the exams will be provided in due course.

Rescheduling will only be possible upon production of appropriate documentation.

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)	40 points
Presentation	20 points
Midterm Exam	20 points
<u>Final Exam</u>	<u>20 points</u>
Total	100 points

Academic Integrity

You are responsible for ensuring that anything you turn in is your own original work. Even if you copy something accidentally (such as by forgetting to cite the source), it still counts as plagiarism. Sanctions range anywhere from an oral reprimand all the way to expulsion from the university.

For more information, please see:

<https://www.students.wisc.edu/doso/academic-integrity/>

Students with Disabilities

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 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. I will work 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.

Course Policies

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 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.

Class Websites

A website for this course has been developed through Learn@UW. 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 newspaper articles 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 climate change activism. She has used ethnographic methods to examine these issues in New Caledonia (South Pacific), Malaysian Borneo, and the U.S. (New Jersey and Wisconsin).

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 Learn@UW.

You will also find supplementary materials in each week’s folder. While not required, these are selected to help enrich your understanding of the week’s topic.

This outline may change; please check your UW email every day.

Week	Assignment due
1	<i>Overview of climate change governance</i>
Th 9/7	Sign up for a presentation slot.
2	<i>International agreements: from Rio to Paris and beyond</i>
T 9/12	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.
Th 9/14	Gupta, J. 2014. <u>The history of global climate governance</u> . Cambridge University Press: Cambridge. Chapter 8: Countries, coalitions, other actors and negotiation challenges.
3	<i>Regulatory approaches: command-and-control vs. market-based</i>
T 9/19	Exercise 1. 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.
Th 9/21	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-level climate change actions and politics</i>
T 9/26	Exercise 2. Latin, H.A. 2015. Climate change regulation and EPA disincentives. <i>Environmental Law</i> 19: 19-73. Pp. 19-45.
Th 9/28	Latin 2015. Pp. 45-73.
5	<i>Climate mitigation in the city</i>
T 10/10	Exercise 3. Bulkeley, H. 2010. Cities and the governing of climate change. <i>Annual Review of Environment and Resources</i> 35: 299-253.
Th 10/12	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 10/3	Exercise 4. Ormond, J. 2015. New regimes of responsabilization: practicing product carbon footprinting in the new carbon economy. <i>Economic Geography</i> 91(4): 425-448.
Th 10/5	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 10/17	Exercise 5. 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.
Th 10/19	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 10/24	Exercise 6. Study for Midterm Exam. Bring any questions to class.
Th 10/26	Midterm Exam
9	<i>Messaging</i>
T 10/31	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.
Th 11/2	ecoAmerica, et al. 2015. Let's Talk Climate: Messages to Motivate Americans. Washington, D.C.
10	<i>Lobbying</i>
T 11/7	Exercise 7. Reitig, K. 2016. The power of strategy: environmental NGO influence in international climate negotiations. <i>Global Governance</i> 22: 269-288.
Th 11/9	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 11/14	Exercise 8. 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.
Th 11/16	Bradshaw, E.A. 2015. Blockadia rising: rowdy greens, direct action and the Keystone XL pipeline. <i>Critical Criminology</i> 23: 433-448.
12	<i>Violent direct action: "Ecoterrorism"</i>
T 11/21	Exercise 9. Beck, C.J. 2007. On the radical cusp: Ecoterrorism in the United States, 1998-2005. <i>Mobilization</i> 12(2): 161-176.
Th 11/23	Thanksgiving
13	<i>Climate Justice</i>
T 11/28	Okereke C., and P. Coventry in press. Climate justice and the international regime: before, during, and after Paris. <i>WIREs Climate Change</i> . <i>The Guardian</i> 2016. 'World can't afford to silence us': black church leaders address climate change. July 24.
Th 11/30	Baer, P. 2013. The greenhouse development rights framework for global burden sharing: reflection on principles and prospects. <i>WIREs Climate Change</i> 4: 61-71.
14	<i>Indigenous climate activism</i>
T 12/5	Exercise 10. Powless, B. 2012. An Indigenous movement to confront climate change. <i>Globalizations</i> 9(3): 411-424.
Th 12/7	Study for Final Exam. Bring any questions to class.
15	<i>Final exam</i>
T 12/12	Final Exam