

Climate Change Politics & Policy

T/H 9:30 – 10:45 AM ~ Muenzinger E064

Instructor: Max Boykoff

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Course Web Page: http://sciencepolicy.colorado.edu/students/envs_4100

Office Hours: Thursdays 1230-230 PM
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COURSE DESCRIPTION

The objective of this course is to understand, explore and critically analyze how climate changing activities are governed. The class sessions will consist of four main components:

- I. **general introduction:** mitigation & adaptation; frames, perspectives & responsibilities; impacts
- II. **climate politics and policy at the national and international levels**
- III. **climate politics and policy at the sub-national level:** regional, state and city-level governance
- IV. **where climate politics and policy meet the public:** non-nation state actors and everyday spaces

By way of four main themes addressed in the sessions over the semester, we will challenge our thinking about climate change as a problem, develop new frameworks for analyzing climate politics and policy, and discuss practical and conceptual alternatives for mitigation and adaptation actions in our individual and collective lives. Critical engagement in session lectures and discussions with these topics and themes will help us to distinguish patterns, appraise and assess values, and gain insights from a variety of perspectives and viewpoints concerning climate change politics and policy.

Through the class readings, lectures and discussions, course participants will come away with a clear understanding of current international, national, regional, state and local policy activities on climate change. Students will also better understand how these policy formulations and proposals have developed through history. In addition, course participants will gain an improved understanding of the many dynamic and contested factors, pressures and processes that are involved in contemporary climate politics undergirding explicit policy proposals. Overall, students who critically engage with the course themes, concepts and case studies can expect to complete the semester better equipped to understand, analyze and engage in the high-stakes 21st century arena of climate politics and policy.

COURSE READING MATERIALS

There are three main texts for the course:

- 1) Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity*, Cambridge University Press: Cambridge, UK
- 2) Boykoff, M. (ed.) (2010) *The Politics of Climate Change: A Survey* Routledge/Europa: London.
- 3) Schneider, S.H., Rosencranz, A., Mastrandrea, M.D. and Kuntz-Duriseti, K. (eds.) (2010) *Climate Change Science and Policy* Island Press: Washington, D.C.

These books are available at the campus bookstore, costing approx. \$20, \$40, \$40 each (new condition).

In addition, we will read and discuss various academic journal articles and gray literature (newspaper and magazine reports etc.) throughout the term. These are/will be available through the course webpage (as some will be added as these issues develop during the term) and are listed below:

- Anderson, A. (2009) 'Media, politics and climate change: towards a new research agenda' *Sociology Compass* 3(2), 166-182
- Betsill, M. and Bulkeley, H. (2006) 'Cities and the multilevel governance of global climate change' *Global Governance* 12, 141-159
- Bottrill, C., Lye, G., Boykoff, M. and Liverman, D. (2008) 'First step: UK music industry greenhouse gas emissions for 2007', report for *Julie's Bicycle & the UK Music Industry*, 2007-2008
- Bryant, R.L. (2009) 'Born to be wild? Non-governmental organisations, politics and the environment' *Geography Compass*, 3(4), 1540-1558.
- Carlarne, C. (2008) 'Good climate governance: only a fragmented system of law anyway?' *Law & Policy* 30(4), 450-480
- Corbera, E. and Schroeder, H. (2011) 'Governing and implementing REDD+' *Environmental Science & Policy*, forthcoming.
- City of Boulder (2006) *Climate Action Plan*, released September 25
- Dilling, L. (2007) 'Toward carbon governance: challenges across scales in the US' *Global Environmental Politics*, 7(2), 28-44.
- Doyle, J. (2009) 'Climate action and environmental activism: the role of environmental NGOs and grassroots movements in the global politics of climate change' in *Climate Change and the Media* (Boyce, T. & Lewis, J. [eds.]) Peter Lang Publishing: London, 103-116.
- Fawcett, T. (2010) 'Personal carbon trading in different national contexts' *Climate Policy* 10(4), 339-352
- Furedi, F. (2007) 'The changing meaning of disaster' *Area* 39(4), 482-489.
- Hobsen, K. (2008) 'Reasons to be cheerful: Thinking sustainably in a climate changing world' *Geography Compass*, 2, 1-16
- Klinsky, S. and Dowlatabadi, H. (2009) 'Conceptualizations of justice in climate policy' *Climate Policy* 9, 88-108
- Lovell, H., Bulkeley, H. and Liverman, D. (2009) 'Carbon offsetting: sustaining consumption' *Environment and Planning A* 41(10), 2357-2379
- Maibach, E., Roser-Renouf, C. and Leiserowitz, A. (2009) 'Global warming's six Americas: an audience segmentation analysis' *Yale Project on Climate Change and George Mason University*
- Morgan, W., Kandlikar, M., Risbey, J. and Dowlatabadi, H. (1999) 'Why conventional tools for policy analysis are often inadequate for problems of global change' *Climatic Change* 41, 271- 281.
- Moser, S. (2006) 'Talk of the city: engaging urbanites on climate change' *Environmental Research Letters*, 1(1)
- Newell, P. (2008) 'Civil society, corporate accountability & politics of climate change' *Global Environmental Politics*, 8(3), 122
- Nisbet, M. (2011) *Climate Shift: Clear Vision for the Next Decade of Public Debate* www.climateshiftproject.org
- Nisbet, M. and Kotcher, J. (2009) 'A two-step flow of influence? Opinion-leader campaigns on climate change' *Science Communication* 30(3), 328-354.
- Prins, G. and Rayner, S. (2007) 'Time to ditch Kyoto' *Nature* 449, 973-975.
- Prins, G. and Rayner, S. (2008) 'The Wrong Trousers: Radically Rethinking Climate Policy' Joint Discussion Paper of the James Martin Institute for Science and Civilization, University of Oxford
- Prins, G., Galiana, I., Green, C., Grundmann, R., Hulme, M., Korhola, A., Laird, F., Nordhaus, T., Pielke, Jr., R., Rayner, S., Sarewitz, D., Shellenberger, M., Stehr, N., and H. Tezuka (2010) 'The Hartwell Paper: A new direction for climate policy after the crash of 2009' *Institute for Science, Innovation & Society, University of Oxford; LSE Mackinder Programme, London School of Economics and Political Science*
- Prudham, S. (2009) 'Pimping climate: Richard Branson and the performance of green capitalism' *Environment and Planning A*, 41(8), 1594-1613.
- Rabe, B. (2008) 'States on steroids: the intergovernmental odyssey of American climate policy' *Review of Policy Research* 25(2), 105-128.
- Ritter, Jr. B. (2007) *Colorado Climate Action Plan: A Strategy to Address Global Warming*
- Townshend, T., Fankhauser, S., Matthews, A., Feger, C., Liu, J., and Narciso, T. (2011) 'Legislating Climate Change on a National Level' *Environment* September/October, 5-16.
- Van Asselt, H., Sindico, F. and Mehling, M. (2008) 'Global climate change and the fragmentation of international law' *Law & Policy* 30(4), 423-449.

COURSE REQUIREMENTS

Overview

This is an upper division course so the reading schedule is demanding. It is important that everyone stay up to date with the readings and other expectations. All readings must be completed *before* the class for which they are assigned.

Attendance & participation	10 pts
Collaborative activities (two @ 10 pts each)*	20 pts
Written assignments (three @ 10 pts each)*	30 pts
Midterm exam	20 pts
Final exam	20 pts

total: 100 points	

** for anything late, 25% will be deducted per calendar day (starting from the session they're due)*

Because this is a larger course with short sessions (75 minutes each), the class structure will consist mainly of lectures. Unfortunately, we will not be able to discuss all dimensions and facets of the themes and readings. So it will be up to you to engage both critically and mindfully with these outside of our meetings as well. I encourage you to self-organize into discussion and/or study groups to get the most out of the materials, themes, and issues that are raised in the class meetings.

Attendance & Class Participation

You are expected to attend all sessions and to engage critically with the readings and issues that are discussed. Our discussions inevitably will build upon previous sessions. Come to each class session ready to contribute with comments you have assembled based on the readings and the topics/issues they raise. Your participation is valued, and enhances class sessions. I must note here that ***if you accumulate more than three unexcused absences during the semester, you will not be able to pass the course.***

Written Assignments

Three times during the semester you will need to complete short written assignments. *All* assignments must be typewritten using 12 pt Times New Roman, 1" margins, **with a limit of 800 words**. This means that the assignments must be clearly written and concise. Note your word count at the top of page 1. They must be turned in as *hard copies* in class on the due date. Emailed assignments are not accepted.

Assignment #1 – public talk review (10 points)

Sometime in the first four weeks of the term, attend a public lecture on a subject related to climate change politics and policy. Many talks take place on campus and around the Boulder community nearly every day. I will announce some of these at the beginning of each class session – please also feel free to email me information for upcoming talks and/or announce them at the beginning of class as well.

For example, on Wednesday January 25 from 330-530pm the Environmental Studies Program will be hosting a talk by Dr. Bruce Goldstein (CU-Denver) entitled ‘Collaborative resilience: moving through crisis to opportunity’. Professor Jonathan Hughes (CU-Boulder, Economics) and graduate student Ashwin Ravikumar (CU-Boulder, Environmental Studies) will be commentators. This will take place in the CIRES auditorium on campus.

To help you engage critically with your chosen public talk, consider the following questions:

- What happened? Was it well attended? Was/were the speaker(s) engaging?
- What are the main points or themes raised by the speaker(s)?
- How do their observations, comments, arguments compare/contrast with course material, your own ideas, or other information you have come across in the past?
- Where are possible weaknesses in the author's arguments?
- Do you agree with the author's central assertions, theories, ideas? If so, why? If not, why not?

Take an analytical approach: do not simply describe what happened. This is **due in class, Thurs, Feb 9**.

Assignment #2 – film review (10 points)

Choose from these five films:

- 1) The 11th Hour (2007) <http://11thhouraction.com/>
- 2) The Age of Stupid (2009) www.ageofstupid.net/
- 3) Everything's Cool – A Toxic Comedy about Global Warming (2007) www.everythingscool.org/
- 4) Sizzle – A Global Warming Comedy (2008) <http://www.sizzlethemovie.com/>
- 5) Carbon Nation (2010) <http://www.carbonnationmovie.com/>

Take an analytical approach to this review. Do not simply describe what happened. This review will be **due in class on Thursday, March 22**. The films are scheduled to be available via streaming video through the Norlin Library. More information on how to access them will be provided in class.

For this review, please adhere to the *Science Magazine* 'information for contributors', described here: http://www.sciencemag.org/about/authors/prep/gen_info.dtl#categories From their webpage, I extract the following excerpts to consider as guidance when writing this up:

- ➔ “*Science* is a weekly, peer-reviewed journal that publishes significant original scientific research, plus reviews and analyses of current research and science policy. We welcome submissions from all fields of science and from any source...Priority is given to papers that reveal novel concepts of broad interest. We're committed to the prompt evaluation and publication of submitted papers”
- ➔ “*Science* sections offer broadly accessible commentary by scientists and other experts on issues of interest to *Science* readers...most items in these sections are commissioned by the editors, but unsolicited contributions are welcome...reviews of current **books**, multimedia, exhibitions, and **films** are of interest to *Science* readers.”

Assignment #3 – policy review (10 points)

For this review, select a current city/state/regional/national/international climate policy proposal or a policy that was recently enacted. Describe and evaluate:

- the stated problem this policy seeks to address
- the policy objectives
- the structure and function of the policy
- who the proponents and opponents of policy enactment are
- whether the stated objectives can likely alleviate the identified problem
- the potential feasibility of the policy in achieving its stated aims
- whether/how the policy may be a means to further climate policy action

Policy analysis, not just description, is the goal here. The review is **due in class on Thursday, April 19**.

For each assignment, follow the Harvard Citation Style for references (see the course website for more).

Collaborative activities

Activity #1 ~ Qatar COP18 Negotiations (10 points)

In this activity, we are looking forward to the 18th Conference of Parties (COP18) meeting of the United Nations Framework Convention on Climate Change (UNFCCC). This meeting will be held in Doha, Qatar. It will seek to further develop the successor treaty to the Kyoto Protocol. Among the negotiations, (we) participants will seek to codify the goals and proposals outlined at the last COP meetings.

Each of you will represent a key country in the negotiations, situated in a voting bloc. The objective of this activity is to successfully agree to commitments that most closely align with your nation's interests, as situated in your specified voting blocs (below).

You will play the role of that country's high-level climate envoy and negotiator as you work to strategically and diligently achieve the 'best deal' for your country and its constituents. By studying and arguing for your adopted country's perspective and stances in climate negotiations, you will find 'success' in the international negotiations.

Negotiations will take place along two of many dimensions of the 'Seoul Protocol' or 'Doha Protocol':

- (1) Mitigation – emissions reductions commitments along a negotiated timeline to begin at the expiration of the Kyoto Protocol at the end of 2012
- (2) Adaptation – agreements on how to disperse US\$30 billion over the calendar year 2013, as agreed by the 'Climate Green Fund' at COP16; who gets what, when and how?

For the purposes of the role play, I am Executive Secretary of the United Nations Framework Convention on Climate Change, Christiana Figueres. In this role, I will move between in-class caucuses to mediate negotiations and offer short and neutral comments as solicited by you as climate envoys.

On **February 21** each voting bloc will present their 3-minute arguments. First, arguments will open on mitigation. Second, arguments will be heard regarding the 'Climate Green Fund' for adaptation.

On **February 28**, final arguments and negotiations will take place. In these final discussions, two envoys deemed 'lead discussants' will have the opportunity to ask one question or make one statement directed to each voting bloc in the main forum, traversing both elements of the negotiations. These will be limited to 5 minutes total. All members of the voting blocs must help these discussants prepare optimally effective strategies. After these questions/statements, final agreements must be reached on both issues by the parties by the end of class.

A few additional comments from the Executive Secretary:

- while these voting blocs may represent similar mitigation and adaptation interests, it is a mistake to expect that everyone in your voting bloc is your ally; ultimately you have been charged with the remit of getting the 'best deal' for your own country: so trust can be fleeting, ephemeral
- frame your arguments in the strongest terms politically and diplomatically palatable/appropriate
- ordering of arguments will be announced by me on the day of each set of negotiation sessions
- parties to the negotiations may not walk away from negotiations or from an agreement; all envoys recognize that an agreement must be reached in some form by the conclusion of negotiations
- "may the goddess of Ixchel inspire you"

THE PATH TO THE 'DOHA DECISION'

- (1) In class on **January 24**, each of you will draw the name of a participating country out of the hat; you will briefly caucus with your voting blocs to begin to better understand common interests that may be present within the groupings.
- (2) Between **January 24** and **February 2** you will study up on the positions that your country has taken relative to these aspects of mitigation and adaptation in the UN Conference of Parties negotiations – this will involve looking into how your country representatives have moved through previous negotiations, and what are priorities that they have articulated for the successor climate treaty; also, you will develop a one-page fact sheet/position paper to share with your voting bloc (as well as turn into me) on **February 2** (I will provide the template of prompts for this on **January 26**)
- (3) You will bring to class on **February 2** a one-page position paper along these two dimensions, with copies for each member of your voting bloc (also with a copy for me); in class, your group will then take turns briefly sharing the main points and positions that you've identified from each of your countries, also noting intersections between countries in your voting bloc
- (4) Between **February 2** and **February 14**, you will communicate with other members of your voting bloc (before/after class, by email) to start preparing a group strategy for upcoming negotiations;
- (5) In class on **February 14**, you will appoint two lead negotiators to present a 3-minute argumentation on your position on mitigation; you will appoint two other lead negotiators to present a 3-minute argumentation on your position on adaptation
- (6) Between **February 14** and **February 21** you will communicate with other members of your voting bloc to prepare these arguments
- (7) In class on **February 21**, each voting bloc will present their two sets of arguments in 3 minutes each, working to convince the other voting blocs of their position while identifying 'common interests' between groups
- (8) Between **February 21** and **February 28**, voting blocs will be able to negotiate with each other (before class/after class, by email) in order to improve possibilities for one's 'best deal' in the final negotiations
- (9) In class on **February 28**, final negotiations on these two aspects of mitigation and adaptation will take place; two 'lead discussants' (different from the negotiators if possible) will ask one question or make one statement directed to each voting bloc in the main forum; final negotiations will take place and proposals will be brought to a final vote by the end of class
- (10) I will hand out 'confidential peer assessments' that you will each individually (and confidentially) complete and turn in when you take your midterm exam on **March 1**

COUNTRY VOTING BLOCS

European Union

Denmark
Netherlands
Portugal
Germany
France
United Kingdom
(Spain)

African Group

Kenya
Democratic Republic of Congo
Ghana
(Angola)
Egypt

+ Five

(South Africa)
Mexico
Brazil
People's Republic of China
India

ALBA (*Alianza Bolivariana para los Pueblos de Nuestra América*)

Venezuela
Bolivia
Nicaragua
Ecuador
Cuba

AOSIS

Dominican Republic
Tuvalu
Malta
Fiji

Group of Eight (minus EU members)

Canada
Russia
Japan
United States of America

Asia/Oceania

Australia
South Korea
Indonesia
Bangladesh
(Pakistan)

OPEC (*Organization of Petroleum Exporting Countries*)

Saudi Arabia
Algeria
Iran
Nigeria
(Libya)

Activity #2 ~ climate commercials: moving between climate science/policy & the everyday (10 points)

“All the world's a stage, and all the men and women merely players. They have their exits and their entrances...” ~ William Shakespeare in ‘As You Like It’

Today people are faced with a multitude of media messages that shape their everyday interpretations and decisions about climate science and policy. Media representations – from news to entertainment – are powerful and important links between people’s understanding and choices concerning climate (friendly) practices and choices. A dynamic mix of influences shape what become ‘climate stories’. Within the spaces where people make climate change meaningful reside questions regarding how to more accurately and effectively translate many complexities and nuances surrounding climate science and policy.

For activity #2, you will divide into groups of three to four students and play the role of climate communicators. Connecting the dots between course materials and your outside knowledge of climate policy and politics, you will develop plans for a 30 second commercial. The serendipitous feature of this task is that you and your group will connect these issues of ‘climate policy and politics’ to the theme of **zero waste/waste reduction practices right here on the CU-Boulder campus.**

The goals for this assignment are:

- (1) To devise a media artifact that effectively translates formal climate science/policy into language people/students on campus will pay attention to and understand;
- (2) To scale down information from the ‘global’ levels of climate change to fit within the ‘local’ spaces of campus activities; and
- (3) To gain awareness of the challenges involved in presentation about climate issues to the target audience (e.g. the everyday person on campus). This will also help to prepare us for Component IV of the course, and visits from Dave Newport and Eban Goodstein (discussing campus climate activism/activities).

A key factor in the success of your “film” will be your ability to be both instructive and engaging.

Your project product will be a film script of **no more than 2000 words** (roughly the equivalent of a 30-60 second spot), **due Thursday, April 12th**. This script needs to be broken down as follows:

- (1) up to 500 words summarizing the main point(s) of the commercial, paying explicit and particular attention to the connections you’ve made between climate change and zero waste; and
- (2) up to 1500 words for the script itself.

When you turn in the project description/script on **April 12th**, your group will give a **five-minute presentation** describing your commercial, briefly touching on the motivation and rationale behind it.

Only one assignment needs to be turned in for your whole group. All participants’ names must be on it. You are not required to produce this commercial, or to submit it to the CU Environmental Center “Green on the Screen” Contest. See the stated deadline and further details below if you are interested.

THE PATH TO PROJECT COMPLETION:

- (1) In class on **Thursday March 8**, each of you will draw a number out of the bag; you will briefly meet with others who draw the same number in order to begin to develop a project plan.
 - (2) In class on **Tuesday March 13**, you will have twenty minutes to meet with your team to further develop your 30 second commercial, and begin to assemble the project: the description and script
 - (3) In class on **Tuesday April 3**, you will have class time to finalize your plan and make final determinations regarding your 2000-word description and script.
 - (4) On **Thursday April 12**, you will turn in the project description and script, and your group will give a five-minute presentation to the class.
 - (5) I will hand out 'confidential peer assessments' for this project. Like before, you will each complete and turn in your assessment **Tuesday, April 17**
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Excerpts from 'Green on the Screen' announcement...

TO: Boulder Campus Teaching & Research Faculty, Staff, Deans, Directors, Dept Chairs, System Administration

FROM: CU Environmental Center

SENDER: Daniel Baril, Recycling Program Manager, 303-492-8307

SUBJECT: Green on the Screen: Digital Media Contest. \$1000 for Students

CU Environmental Center is hosting a Zero Waste Messaging Contest, titled "Green on the Screen" to engage the CU student body in developing new and improved messaging strategies for zero waste practices on-campus. Student voice and creativity can be the strongest advocate for change, and this contest provides a platform for students to be heard.

monetary prizes will be awarded as follows:

- \$1000 for 1st place
- \$800 for 2nd place
- \$600 for 3rd place
- \$400 for 4th place
- \$200 for 5th place

Participants are to produce a 30 or 60 second commercial using any form of digital media. Content of the commercial must be related to specific Zero Waste issues selected from the menu of options in the contest rules. Beyond winning the prize money, contest entries will be utilized within campus promotions and outreach to raise awareness around sustainable actions. Exceptionally high-quality content may also enjoy extended use in off-campus outreach in Colorado and beyond.

You must be a student to enter and win. Winners will be announced on Earth Day, April 22nd.

For complete contest rules and to submit an entry form, visit: <http://ecenter.colorado.edu/recycling/green-on-the-screen>

Midterm and Final Examinations (20 points; 20 points)

The examinations will both be closed-book and no-note exams. Dates and times for the examinations are final so see me immediately if you anticipate any kind of conflict or problem. The final exam will be cumulative in the sense that it builds from concepts and foundations discussed in the first portion of the course. The content for these examinations will come from the lectures as well as the required readings.

Midterm – Thurs, March 1 during class time

Final Exam – Saturday, May 5, 730-10pm (!)

University Recommended Syllabus Statements: Additional Logistics

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices> If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html> Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to FAQs can be found at <http://www.colorado.edu/disabilityservices>

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at http://www.colorado.edu/policies/fac_relig.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

CLASS LECTURE AND READING SCHEDULE

Date	Topic	Readings/Assignments (to be completed before/in class)
Component I: general introduction		
January 17	introduction to the course	Schneider et al. (2010) – introduction
January 19	mitigation & adaptation – why/how should we try to ‘stabilize’ the climate?	Hulme – Preface & Chapter 1 Schneider et al. (2010) – Chapters 1 & 2 Boykoff (ed) – Introduction & Chapter 1
January 24	a brief history of political economy & climate change	Hulme – Chapter 2 Boykoff (ed) – Chapter 2 Activity #1 introduced
January 26	frames, perspectives & responsibilities: why protect the climate from us & us from the climate?	Hulme – Chapter 3 Boykoff (ed) – Chapter 5 Schneider et al. (2010) – Chapters 13& 15
January 31	frames, perspectives & responsibilities cont.; the rise of the carbon economy	Hulme – Chapter 5 Boykoff (ed) – Chapter 7
February 2	decarbonization; climate impacts considered	Hulme – Chapter 4 Schneider et al. (2010).–.Chapters 4-6, 11 Activity #1 brief country position due
February 7	climate change & disasters – signals & noise? <i>guest speaker: Jessica Weinkle</i>	Furedi (2007) Schneider et al. (2010) – Chapters 7-8, 12
Component II: national & international climate policy/politics		
February 9	with sustainability for all? how to measure ‘success’	Hulme – Chapter 8 Boykoff (ed) – Chapter 3 Schneider et al.(2010)–Chapters 13, 14, 23 written Assignment #1 due in class
February 14	sustainable development, adaptation & equity issues	Hulme – Chapter 6 Boykoff (ed) – Chapter 6 Klinsky & Dowlatabadi (2009) Schneider et al. (2010)– Chapters 24 & 25 brief Activity #1 in-class preparations
February 16	a quick history of international cooperation in the face of climate challenges	Boykoff (ed) – Chapter 2 Schneider et al. (2010)– Chapters 21 & 26 Morgan et al. (1999)
February 21	nation-state positions & postures – is this approach really working?	Schneider et al. (2010) – Chapters 29-32 Activity #1 first round of negotiations
February 23	international climate law – flexible mechanisms, & REDD+ <i>guest speaker: Prof Krister Andersson</i>	van Asselt et al (2008) Carlarne (2008) Corbera & Schroeder (2011)
February 28	US national climate action – from CAFÉ standards to Congressional (in)action	Schneider et al. (2010)– Chapters 18 & 33 Townshend et al (2011) Rabe (2008) Activity #1 final negotiations
March 1	MIDTERM EXAM	turn in Activity #1 peer assessment

Date **Topic** **Readings/Assignments**_(continued)

Component III: sub-national climate politics and policy

March 6	US state-level action – mechanisms for emissions reductions	Schneider et al.(2010)–Chapters 34, 35, 36 begin Activity #2 in class
March 8	Carbon management in Western US states <i>guest speaker: Professor Lisa Dilling</i>	Dilling (2007) Schneider et al. (2010) – Chapters 3 & 10
March 13	North American regional pacts – emphasize technological or behavioral innovation/chnge?	Schneider et al. (2010)– Chapters 15, 16, 22 Activity #2 in-class planning
March 15	multi-scale carbon offsetting & trading	Lovell et al. (2009) Fawcett (2010) Schneider et al.(2010)–Chapters 19, 27, 28
March 20	‘thinking outside the COPs’: considering further alternatives	Prins et al (2010) Prins & Rayner (2007), (2008)
March 22	‘hacking the planet’ through geoengineering?	Schneider et al.(2010)–Chapters 45-47 & 49 written Assignment #2 due in class
March 27	<i>spring break – no class</i>	
March 29	<i>spring break – no class</i>	
April 3	<i>flexible class time</i>	
April 5	Colorado action on climate change <i>guest speaker: Alice Madden</i>	Ritter (2007), Nisbet & Kotcher (2009)
April 10	City of Boulder action <i>guest speaker: Jonathan Koehn</i>	Boulder Climate Action Plan (2006) Moser (2006) Schneider et al. (2010) – Ch 7

Component IV: climate politics and policy in the everyday

April 12	cultural politics & climate change	Boykoff (ed) – Chapters 4 & 8 Hulme – Chapter 7 Activity #2 presentations
April 17	media & climate change	Anderson (2009) Nisbet (2011) Climate Shift report Schneider et al. (2010)– Chapters 39 & 40 turn in Activity #2 peer assessment
April 19	businesses & (re-)insurance	Schneider et al. (2010) – Chapters 37 & 38 Newell (2008) Written Assignment #3 due in class
April 24	NGOs & campus actions <i>guest speaker: Dave Newport</i>	Schneider et al. (2010) – Chapter 41 Bryant (2009), Doyle (2009)
April 26	celebrities: the new charismatic megafauna	Hulme – Chapter 9 Prudham (2009); Bottrill et al (2010)
May 1	the public consumer-citizen <i>guest speaker: Eban Goodstein</i>	Boykoff (ed) – Chapter 9 Schneider et al. (2010) – Chapters 43 & 44 Maibach et al (2009)
May 3	course conclusion	Hulme – Chapter 10 Schneider et al. (2010)– Ch 42, introduction Hobsen (2008)
May 5	FINAL EXAM – 730-10pm	