

GLOBAL CLIMATE CHANGE POLITICS

Mondays 9:30-11:20, UC 2110

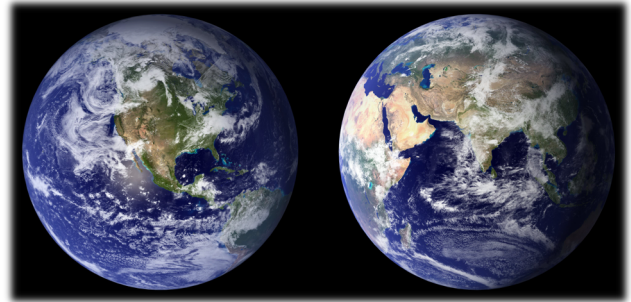
Prof. Radoslav Dimitrov

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Course description The course explores the international politics of climate change. Topics include: the causes and consequences of climate change, history of international discussions, recent UN negotiations and policy agreements, the policy positions of key countries and the global Green Shift to low-carbon development. We will focus on international negotiations and recent agreements that define the global response to the problem. Students will also learn about the domestic policies of major countries and gain a sense of the socioeconomic transformation towards a clean economy and low-carbon development. The course draws on the instructor's experience in UN diplomacy, as member of the European Union delegation in climate change negotiations.

Objectives and outcomes: The overarching learning goals are to

- 1) accumulate *factual knowledge* about the subject,
- 2) obtain *insight* about factors affecting climate politics, and
- 3) develop *practical skills* at problem solving and policymaking that can be applied in various professional contexts.

Specific objectives: By the end of this course, students will be able to:

1. Demonstrate knowledge of the climate change problematique and climate policy debates
2. Understand political, economic and social factors that shape global policy responses;
3. Apply knowledge in discussions on climate policy, through classroom simulations of international negotiations;
4. Become better at critical reading of complex texts, and assessing academic claims.

Students who pass the course with 90 or above, would be prepared to:

5. Participate on the Canadian delegation to UN climate conferences, and
6. Engage professionally in climate policymaking and multilateral negotiations.

Required readings

There is no textbook for this course. Readings include journal articles posted on OWL (<http://owl.uwo.ca>). Students need to complete the readings for each class period prior to class, and develop a sufficient grasp of the material engage in substantive class discussions.

ASSIGNMENTS

Simulation We will conduct a classroom simulation of international negotiations on global climate policy. Students will role-play diplomats representing state governments and will re-negotiate the Paris agreement on climate change. We will follow UN diplomatic protocol of conduct and standard operating procedures. The simulation will be realistic and mimic closely the manner in which actual UN conferences are organized. The purpose is to learn experientially about diplomacy and encounter first-hand the obstacles to international cooperation on climate policy. Detailed instructions will be posted on OWL Sakai in the Simulation folder.

Exam The exam will consist of multiple-choice and short-answer questions. The latter will require straightforward answers and factual information from the readings and the lectures.

Research paper Students will write a research paper on “The Role of [country X] in Global Climate Politics.” Please choose one country (or a coalition of countries such as AOSIS or the EU). The paper should describe and analyze the policies and positions of your country of choice. Particular attention should be paid to transitions to a clean economy and renewable energy. Please have three substantive sections that 1) describe the global energy transition to renewable energy that creates the context: investments in fossil fuels versus renewable energy, changes in investment patterns over time; 2) the country’s domestic policy developments related to climate and energy and 3) their positions and stated preferences at international negotiations. The paper should be approximately 3,000 words (including bibliography), **single-spaced**, font Times New Roman size 12, with 1-inch margins and page numbers. Please submit a hard copy to the instructor on the due date. See Appendix for additional guidelines.

Grade distribution

Simulation	30 %
Exam	30 %
Research paper	40 %

CONSULTATIONS

Office hours provide students with a valuable opportunity to discuss issues and deepen understanding of course material. I encourage you to talk to me throughout the year about course content and expectations. If you have special needs, medical or family emergencies, please let me know and we will make appropriate arrangements.

STUDENTS WITH DISABILITIES

The University of Western Ontario seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in this class, please give prior notice to the instructor to make arrangements for accommodations.

COURSE CALENDAR

JANUARY 6

INTRODUCTION

Scope and content of course, significance of topic and course expectations. What will I learn, why does it matter, and how difficult will it be?

1. Christiana Figueres et al., "Three years to safeguard our climate," *Nature* (June 29, 2017), pp. 593-97.
 2. Council of the European Union, Press release (June 19, 2017).
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JANUARY 13

THE PROBLEM OF CLIMATE CHANGE

3. IPCC (Intergovernmental Panel on Climate Change). 2018. Global Warming of 1.5 degrees C: Summary for policymakers.
 4. US Global Change Research Project, "Climate change impacts in the United States."
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JANUARY 20

HISTORY OF INTERNATIONAL NEGOTIATIONS

5. Daniel Bodansky, "A Tale of Two Architectures," *Arizona State Law Journal* pp. 697-712.
 6. Bert Metz, "Legacy of the Kyoto Protocol: a view from the policy world," *WIREs Climate Change* 2013(4): 151-158.
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JANUARY 27

HISTORY OF NEGOTIATIONS AND POLICY DEBATES

7. Dimitrov, Radoslav S. 2010. Inside UN Climate Change Negotiations: The Copenhagen Conference. *Review of Policy Research*, 27 (6): Focus on pages 806-817, skim the rest.
 8. Lisa Vanhala and Cecilie Hestbaek. 2016. Framing Climate Change Loss and Damage in UNFCCC Negotiations. *Global Environmental Politics* 16(4): 111-129.
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FEBRUARY 3

ACTORS IN GLOBAL CLIMATE POLITICS

9. Sierra Student Coalition, “Key Stakeholder Groups for the UNFCCC,” International Climate Policy Brief.

10. Miranda Schreurs, “The Paris Agreement and the Three Largest Emitters: China, the United States and the European Union,” *Politics and Governance* (2016), pp. 219-223.

11. EU internal document: Country mapping. (This is a long document replete with details. Focus on key countries and skim the rest.)

Optional Antto Vihma, “India and the Global Climate Governance: Between Principles and Pragmatism,” *Journal of Environmental and Development* 20(1): 69-94.

FEBRUARY 10

FACTORS IN GLOBAL CLIMATE POLITICS**Research paper due**

12. Stephanie Bailer and Florian Weiler, “A Political Economy of Positions in Climate Change Negotiations,” *Review of International Organizations* (2014).

13. Jon Birger Skærseth, Guri Bang and Miranda Schreurs. 2013. Explaining growing policy differences between the US and the EU, *Global Environmental Politics* vol. 13, no. 4, pp. 61-80.

14. Gareth A. S. Edwards. 2019. Coal and Climate Change. *WTREs: Climate Change*.

Optional: Katharina Rietig, “The Power of Strategy: Environmental NGO Influence in International Climate Negotiations,” *Global Governance* 22 (2016), pp. 269-288.

FEBRUARY 17

READING WEEK – NO CLASS

FEB. 24

POLICY CHANGE IN CLIMATE GOVERNANCE

15. Dubash, N.K., M. Hagemann, N. Höhne and P. Upadhyaya (2013), Developments in national climate change mitigation legislation and strategy, *Climate Policy*, **13**(6), 649–664.

16. Radoslav S. Dimitrov, “The politics of persuasion,” chapter in *Handbook of Global Environmental Politics* edited by Peter Dauvergne (Edward Elgar 2012), pp. 72-86.

MARCH 2

SIMULATION

17. Draft Paris Agreement

Re-visit 11. EU internal document.

Optional: Joanna Depledge, *The Organization of Global Negotiations* (London: Earthscan 2005), chapter 9, pp. 104-133.

MARCH 9

SIMULATION

18. EU long-term strategy: European Commission, “Clean Planet for All: A European strategic long-term vision for a prosperous, modern, competitive and climate-neutral economy” (November 28, 2018).

ADDITIONAL
SESSION –

SIMULATION

DETAILS TBA

19. Laurent Fabius’ speech on the penultimate day in Paris. (He was the French foreign minister and presided over the Paris conference.)

MARCH 16

THE PARIS AGREEMENT ON CLIMATE CHANGE

20. Brun, Aslak. 2016. Conference Diplomacy: The Making of the Paris Agreement. *Politics and Governance* 4(3): 115-123.

21. Radoslav Dimitrov, “The Paris Agreement: Behind Closed Doors,” *Global Environmental Politics* 16:3 (August 2016).

Optional Treaty text: Paris Agreement on Climate Change (in OWL)

MARCH 23

THE FUTURE OF CLIMATE GOVERNANCE

22. Cléménçon, Raymond 2016. “The Two Sides of the Paris Agreement: Dismal Failure or Historic Breakthrough?” *Journal of Environment and Development* 25(1): 3–24.

23. United Nations Environment Programme. 2019. Emissions Gap Report 2019: Executive Summary. Nairobi: UNEP.

24. Brian Deese, “Paris isn’t burning: Why the Paris Agreement will survive Trump,” *Foreign Affairs* July/August 2017.

MARCH 30

No class to compensate for the additional simulation session.

Take-home exam - details TBA.

RESEARCH PAPER GUIDELINES

Papers should be typed, single-spaced, font Times New Roman, size 12, with 1-inch margins on all four sides. Please insert page numbers. The papers are to be organized in sections with subtitles. A bibliographical list of sources that you have used and in-text references to each of these sources are required.

Evaluation criteria reflect the following components of an excellent research paper in social sciences:

- 1) **Clear central argument:** What is my overarching point?
- 2) **Logic of analysis:** a logical progression of analytical steps building the argument. What type of evidence do I need for a persuasive argument?
- 3) **Solid empirical support** for the argument(s) is of central importance. What are the facts that build my conclusion?
- 4) **Clear and visible structure:** introduction, subtitled sections following a logical progression, and conclusion. Dividing the paper in titled subsections is important.
- 5) **Style and language:** rich vocabulary, fluid readability, correct grammar and spelling, no colloquialisms or slang. Please make sure you know the difference between its and it's.
- 6) **Bibliographic support:** The research paper needs to draw on respected sources of information: books, journal articles, mainstream news outlets, government documents and official policy reports from international organizations. Plan on a minimum of six published books and/or journal articles.

References: At the end of your paper, please list ALL sources of information that you have used during your research. Please follow the format of the American Political Science Association Style Manual (available online). **In-text references:** When you present concrete information, please refer to the original source in parentheses. For published sources, indicate author's last name, year of publication, and page numbers (Keohane 2009, p. 24). Such reference should be provided after direct quotes (marked with quotation marks) and after specific factual information found elsewhere.

NO ENDNOTES PLEASE, just footnotes. References to Internet sources should be made in footnotes and include the website's name and exact Internet address. For instance: "Canada 'playing with numbers' on climate target claims," *The Guardian*, Sept. 5, 2012, at: <http://www.guardian.co.uk/environment/2012/sep/05/canada-carbon-emission-targets>

Below is a sample of the **evaluation sheet** you will receive with your graded research paper. The table displays the main aspects that will be evaluated.

	Research	Analysis	Writing	References
Excellent				
Good				
Satisfactory				
Inadequate				
MARK:				
COMMENTS:				

APPENDIX TO UNDERGRADUATE COURSE OUTLINES

DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar*

(<http://www.westerncalendar.uwo.ca/>)

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

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THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

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PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

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Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

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Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

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University Policy on Cheating and Academic Misconduct

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Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

- The Registrar's office can be accessed for Student Support Services at www.registrar.uwo.ca
- Student Support Services (including the services provided by the USC listed here) can be reached at: <https://westernusc.ca/your-services/>
- Student Development Services can be reached at: <http://sdc.uwo.ca/>
- Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are **not** an appropriate basis for a self-reported absence;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic

Accommodation for Students with Disability.

Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the **online Self-Reported Absence portal**. This option should be used in situations where the student expects to resume academic responsibilities **within 48 hours or less**.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.