Instructor: Dr. Anders Hayden
Office Hours: Thursdays, 1:30-2:30, Henry Hicks 352, or by appointment (I am typically available on Wednesdays, 1:30-2:30 in the College of Sustainability, Mona Campbell Building, Room 1401)
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Course Description

This course examines the interactions between politics and climate change, including the emerging political responses that aim to limit greenhouse gas emissions and stabilize the climate as well as the impacts of a changing climate on political life. Among the key questions we will consider throughout the course: What are the key sources of disagreement in the political debate over how to respond to climate change? What does climate change mean for various political, social, and economic projects? What could be done politically to enable stronger responses to the challenge of climate change?

Topics include:

- the relationship between science and climate politics
- the controversial role of economic analysis in creating a basis for climate politics
- the emergence of a new climate capitalism that aims to link emissions reductions to economic expansion and business strategy
- demands for more politically-challenging alternatives that question economic growth, consumerism, and capitalist imperatives while emphasizing “climate justice”
- Canada’s climate record and reasons why climate change is a particularly difficult political challenge for this country
• the potential and limits of climate politics at the personal level through lifestyle and behaviour change
• international climate negotiations and the key sources of conflict among nations
• the growing acknowledgement of climate change as a security issue

The course emphasizes the political and social aspects of climate change. We will draw on understandings from the natural sciences where necessary for an informed analysis of the issues, but a natural sciences background is not necessary to take the course.

It is highly recommended that undergraduates take 3385 Politics of the Environment prior to this course.

Course Format

The course will combine seminar discussion with some interactive lecturing, along with student presentations and the occasional use of short videos.

Expectations and Grading

Attendance and Participation 20%
Weekly “QIPs” 20%
Presentation 20%
Research Paper 40%

Attendance and Participation 20%
You are expected to attend every class, having completed the assigned readings before class. (We only meet once a week, so each time you miss a class, you miss nearly 10 percent of the total class time.)

You are expected to participate actively and respectfully in group discussions without dominating the discussion. A good participant also demonstrates knowledge of the assigned readings and asks probing questions to the instructor and to fellow students.

Students will be assigned a participation mark for each class in accordance with the following guidelines:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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<tr>
<td>0</td>
<td>Absent.</td>
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<tr>
<td>1</td>
<td>Present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.</td>
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<tr>
<td>2</td>
<td>Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</td>
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Does not offer to contribute to discussion, but contributes to a moderate degree when called on.
Demonstrates sporadic involvement.

3
Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.
Offers interpretations and analysis of case material (more than just facts) to class.
Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.
Demonstrates consistent ongoing involvement.

4
Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).
Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.
Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.
Demonstrates ongoing very active involvement.

Your overall attendance and participation grade will be based on the following formula:
Attendance (one point per day, maximum of 12) + (average participation grade x 2) = maximum of 20.

Weekly “QIPs” 20%
Starting in week 2, at the beginning of class, you will hand in a reflection on the week’s readings. You should refer to at least two of the assigned readings or chapters, with particular emphasis on the academic articles or book chapters. (Where short media articles and opinion pieces are assigned, you may refer to them, but they should not be the main focus of your reflection.) The reflection will be 400-500 words in length for undergraduate students and 600-750 words for graduate students.

One possible model to follow in your reflection is to identify at least one Question (Q), Interesting or Important Point (I), and Problem (P) that you identified in the readings (or had with them)—hence the acronym QIP. However, if you find that model too constraining, you are not required to follow it, as long as you show that you have done the reading and reflected on it.

The main goal of the QIPs is to encourage you to think about the readings and the issues that you would like to discuss before coming to class. They also give the instructor an opportunity to identify any common questions or problems, which will then be discussed in class.
You will receive one point for each QIP you submit, up to a maximum of 10, over the 12 week term. You will also receive an additional qualitative grade out of 10 on your QIPs throughout the semester. The qualitative grade will be based on three main grading categories: excellent (0.8 points), satisfactory (0.6 points), and less than satisfactory (0.3 to 0.5 points). Therefore if you submit a satisfactory QIP, you will receive $1 + 0.6 = 1.6$ points, equivalent to an A-minus grade. An excellent QIP will earn $1.8$ points, equivalent to an A-plus, while a less than satisfactory QIP could earn as little as $1.3$ points, equivalent to a C. (In rare cases of particularly poor work, I reserve the right to give a lower grade.)

As you will see, the majority of the points are given for simply showing that you are doing the reading, understanding key themes, and reflecting thoughtfully upon them. If you do that every week, you will get a grade in the A-minus range on this component of the course. Higher grades may be assigned to QIPs that show particularly strong insights, particularly thoughtful commentary on key themes that cut across the readings for the week—rather than focusing on secondary details or looking at the readings in isolation—or an ability to make relevant links to wider issues in debates over climate politics beyond those specifically addressed in the readings. Lower grades may be assigned to QIPs that do not illustrate an adequate effort in having completed the week’s readings or in identifying and commenting upon relevant themes.

You must hand in the QIPs at the beginning of class to receive credit for them. Please do not e-mail them to me afterwards.

Presentations 20%
Each student will make a 10 to 15 minute presentation during the semester on a specific issue in the climate debate. Afterwards, they will lead a class discussion based on questions that they have prepared in advance. Further details on the content of presentations will be provided in class.

Students are encouraged to use their presentation as an opportunity to develop ideas for their research papers.

A rubric indicating how the presentations are to be graded will be distributed in class.

Research Paper 40%
Undergraduate students will write a paper of 4,000 words, while graduate student papers should be 6,000 to 8,000 words. Papers are due on the last day of class, April 2.

A list of possible paper topics will be distributed in class. You are also free to propose your own topic, subject to approval of the instructor. The main criterion is that it must be related to the politics of climate change.

You have the option of submitting a 1-2 page proposal, plus an initial bibliography, by February 22 (before the study break). You will not receive a grade for the proposal, but this is an opportunity to receive feedback as you develop your paper. This will also help to ensure that you begin work on your paper early in the semester and help avoid a last-minute rush.
Your paper should include relevant ideas from the course readings and/or theoretical concepts from other political science classes you have taken, as well as additional sources that you find, particularly peer-reviewed journal articles and academic books.

Additional Information for Graduate Students

As this is a cross-listed class, the requirements for graduate students are somewhat different from those for undergraduates. The number of and types of assignments are the same, but the expectations for these assignments are considerably higher:

1. In all assignments, graduate students are expected to show a deeper analytical ability when evaluating readings, to show familiarity with a wider variety of sources, and to illustrate greater sophistication of thought in both verbal and written forms.

2. The writing style for graduate students should illustrate greater sophistication, both in the construction of the argument and in the clarity of writing.

3. While all students are expected to be prepared for each seminar, graduate students are expected to be particularly able to identify and critically discuss key themes in the week’s readings. Graduate students are expected to be particularly active in discussions.

4. At the graduate level, students should show greater understanding of the nuances of criticism, e.g. how to provide intellectually incisive criticism in a respectful and constructive manner.

5. Graduate students will be expected to write longer research papers and weekly “QIPs” (see details above). Graduate students may choose to tailor their research papers to their thesis work, but this should be discussed with the instructor in advance.

Late Penalties

Assignments received after the due date will be subject to a late penalty of 1% on the first day, an additional 2% on the second day, an additional 3% on the third day ... and an additional 5% on the fifth and every subsequent day, unless appropriate written documentation such as a doctor’s note is provided. (For example, a paper submitted six days late will receive a penalty of 20%, i.e. 1+2+3+4+5+5%). Please plan your work well ahead of time to avoid late penalties. The late penalties are phased in gradually to give you some extra flexibility. For example, if you need one more day to finish your paper, you may decide it is worth taking the small penalty to have a little extra time, but the penalties increase substantially as the delay grows longer.

Plagiarism and Academic Integrity

All students in this class are to read and understand the policies on plagiarism and academic honesty referenced in the Policies and Student Resources sections of the plagiarism.dal.ca website. Ignorance of such policies is no excuse for violations.

To ensure that you understand what plagiarism is, I suggest you take the following online quiz: http://www.bc.edu/schools/cas/polisci/integrity/quiz.html. You might find some surprises.

N.B. I typically have to penalize at least one student for plagiarism each semester. In some cases, the violations appeared to be unintentional as the students did not understand the rules for the proper citation of others’ work. Don’t let it happen to you—or me (it’s no fun for anybody).
If you have any questions about academic integrity and plagiarism, please ask.

**Required Books**


A coursepack will also be available from Julia’s Photocopy, 1525 Lemarchant Street.

**WEEKLY THEMES AND READINGS**

*N.B. You can find the readings either in the required books, on the course website on BbLEARN, or in the coursepack. Class schedule is subject to change.*

Since the politics of climate change is evolving rapidly, the instructor may choose to replace some scheduled readings if relevant new readings become available. Any changes in assigned readings will be announced in class.

**January 7: Introduction**

*Required:*

Hulme, xxi-xxxiv.

Harris, Chapter 1, “Introduction.”


*Recommended:*

Hulme, Chapter 1, “The Social Meanings of Climate,” especially pp. 18-33.


**January 14: Science and Climate Politics**

Is there a “consensus” and “certainty” among climate scientists on climate change? What role have climate “sceptics” played in questioning/undermining the basis for political action on climate change? What is the relationship between scientific findings and policy? Are there clear boundaries between “science” and “politics?”
Required:

Hulme, Chapter 3, “The Performance of Science.”


Highly Recommended:

http://www.clivehamilton.net.au/cms/media/why_we_resist_the_truth_about_climate_change.pdf


http://www.pbs.org/wgbh/pages/frontline/climate-of-doubt/

Recommended


January 21: Economics and Climate Politics

How do we determine how much effort to make to combat climate change?
Is it feasible to reconcile the continued pursuit of economic growth with stabilization of the climate?

Required:


Hulme, Chapter 4, “The Endowment of Value.”


Recommended:

For the full Stern Review, see:
http://webarchive.nationalarchives.gov.uk/+/http://www.hm-treasury.gov.uk/sternreview_index.htm


January 28: The Emergence of Climate Capitalism (I)
How is contemporary capitalism beginning to respond to the challenge of climate change?
How are some countries trying to link climate policy to economic strategy?
Does the carbon market offer a viable path to a low-carbon economy?

Required:


Recommended:


February 4: The Emergence of Climate Capitalism (II)

Required:


**Recommended:**


**February 11: Alternatives to Climate Capitalism (I)**

Are “climate capitalism” and “ecological modernization” the only politically viable options to achieve deep emissions cuts?

Do we need to question the growth economy, consumerism, and/or capitalism?

**Required:**

Hulme, Chapter 8, “The Challenges of Development”

Harris, Chapter 7, “Consumption of Happiness: Sustainability and Wellbeing.” (Chapter 4 is recommended for additional background).


Highly Recommended


Recommended:


February 18: Study Break

February 25: Alternatives to Climate Capitalism (II)

Required:


Recommended:


March 4: Making it Personal: Climate Politics, Lifestyle, and Behaviour Change
What does a low-carbon lifestyle look like?
Is lifestyle and behaviour change a key element of climate politics, or a distraction from more important issues?
How much impact can individual change have without complementary social and political change?

N.B. A short assignment, which involves calculating your carbon footprint and analyzing an “action plan” to reduce it, will be distributed the week before this class.

Required:


Recommended:


March 11: Climate Politics in Canada
How has Canadian climate policy evolved in recent decades?
Why is climate change such a difficult challenge for Canada?
What forces could potentially enable Canada to take stronger climate action?

Required:


Recommended:


March 18: Global Governance of Climate Change (I)
What have been the key issues and sources of conflict among nations in global climate negotiations?
What are the prospects for stronger global cooperation in combating climate change in the wake of the most recent climate negotiations?
What could be done at the international level to produce stronger climate action?

Required:
Harris, Chapters 2 and 3

Articles on the recent 2013 global climate conference, COP 19, in Warsaw, Poland [BbLearn]:


Highly Recommended:

Hulme, Chapter 9, “The Way We Govern.”

Recommended:


March 25: Global Governance of Climate Change (II): Alternative Visions / Climate Change as Security Issue
Do forms of climate governance at the community level or by private actors have the potential to fill the void left by inaction at the global and national levels? Should climate change be reframed as a matter of human rights and human security? What are the security implications of climate change? What are the political implications of framing climate change in security or military terms? Is the threat of climate change equivalent to the threat of war?

Required for Part I of class on Global Governance:
Harris, Chapter 5, “People-Centred Diplomacy: Human Rights and Globalized Justice.” (Chapter 6 is recommended.)

Required for Part II of class on Climate Change as Security Issue:


Highly Recommended for Part I of class:

Recommended:


April 1: Geo-Engineering Our Way Out of Crisis? And Concluding Thoughts
If political action to date has not been adequate to address climate change, do we need to consider risky geo-engineering solutions? Or do we need to re-double political efforts to cut emissions?

Concluding Discussion:
What does climate change mean for our wider political, social, economic, and personal projects? How does climate change push us to think about and possibly re-evaluate our over-riding goals?

Required:


Hulme, Chapter 10, “Beyond Climate Change.”
OR
Harris, Chapter 8, “Conclusion.”

Recommended:


http://tinyurl.com/9wgmxlf [BbLearn]