

Climate Change Governance

SMEA 521

Autumn 2019
Credit Hours: 3
MW, 9:30 – 10:50
FSH 109

Instructor: Nives Dolšak
Office: MAR 111
nives@uw.edu

Office hours: Mondays, 11:00 – 12:00
(please e-mail jachap@uw.edu to schedule an appointment or
inquire about an alternative meeting time)

This course satisfies the SMEA Policy Process requirement and the UW Program on Climate Change Graduate Certificate requirement as a course in “Applications of Climate Science”.

Course Description

Why would individuals, communities, countries, and firms invest resources to design, adopt, and implement policies to protect the global atmosphere? After all, this is an open access resource in that no government, firm, or individual can be prevented from benefitting from somebody else’s action. Hence, it makes most sense to simply wait for others to do the work (incentives for free-riding are imminent). Furthermore, mitigation efforts are likely to impose non-trivial costs on the economy, with costs concentrated in specific sectors that have the incentives to organize and oppose climate change regulation (examples in the current U.S. policy abound). At the same time, adaptation to global climate change is an easier sell for individuals, communities, and firms. An entity funding adaptation only funds the adaptation needed for its unit, not for everybody else around the globe. Further, if mitigation and/or adaptation efforts result in development of a new technology that can be protected by intellectual property rights, acting fast can lead to a creation of a marketable product and future revenues. Communities, individuals, and firms therefore, balance the costs and benefits of mitigating and adapting to global climate change.

However, decision makers are not guided only by cost considerations. They respond to ethical principles and opportunities for leadership created by pressures from voters and/or consumers, demanding cleaner, more resilient and sustainable communities, and sustainable products. As expressing these preferences requires overcoming collective choice dilemmas, non-governmental organizations frequently step in to frame the issues, organize and mobilize collective action (e.g., Climate Strike), and frequently even develop policy solutions. In order to study and impact climate change mitigation and adaptation governance, we need to draw on multiple academic disciplines that enable us to understand the problem of climate change, its impacts across communities, the framing of

this problem for policy makers, the solutions available, and the policy instruments likely to lead to implementation of these technologies and change of behavior.

Course Organization

This course takes a two-prong approach to the study of climate change governance: theoretical and applied. We will learn how policy process theories suggest a policy problem emerges, how policy solutions are devised and negotiated, as well as how they are implemented. At the same time, we will examine how these theoretical elements manifest themselves in climate change governance.

I use the Socratic method in this class. Our class sessions are based on inquiry, asking questions, and probing key aspects of our answers in a disciplined way. The goal of these discussions is to discern relationships among the concepts we are studying. To be well prepared for such a discussion, students have to read the assigned readings in advance, define the core concepts, and begin identifying relationships among them. Writing a review of the readings in advance greatly enhances the ability to critically engage with these readings in class discussions.

Learning objectives

- (1) Advance the understanding of the nature of global climate change problems and how they are framed in policy discourse;
- (2) Understand how such frames, interests and power of various policy actors, as well as political institutions influence political feasibility of climate policies in the U.S.;
- (3) Increase the capacity for democratic dialogue and civic engagement by publicly speaking and writing about climate change governance topics.

Readings

Required textbook:

Birkland, Thomas A. 2016. 4th edition. *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*. Armonk, NY: M.E. Sharpe.

Required Journal Articles and documents accessible on the Internet.

See the list of “Required journal articles and reports” at the end of the syllabus. Journal articles are available on the Canvas site for this class, other documents are publicly available on the Internet.

Evaluation and Grading

I will evaluate students’ work based on the following assignments:

	Maximum points
Reviews of assigned readings (5 reviews, 10 points max each)	50
Proposal for a local/state/national level climate policy	10
Political feasibility analysis of a selected policy proposal (group project)	20
TOTAL	80

Reviews of readings assigned for a specific class (students are expected to submit 5 reviews).

The reviews of the readings are short (850-1000 words). In these reviews, I expect students to state the issues/question(s) clearly and in an unbiased way. I expect these descriptions to reflect the complexity of the studied matter. Make sure you support these statements with relevant evidence/information, including an in-text citation (author's last name(s), year of publication). When providing the relevant evidence, paraphrase the assigned readings. Use quotes only when it is important for your argument to use the exact and specific wording used by the author of the assigned reading. When you introduce analytical concepts, define them in a way that can be understood by an interdisciplinary audience. When explaining relationships between/among concepts, make sure the logic is clearly stated. If the logic is based on assumptions, state those as well.

When referencing material published by others, students need to know how to paraphrase and cite correctly. For information on plagiarism and how to avoid it, see <http://guides.lib.uw.edu/c.php?g=345664&p=2329452>.

Write clearly and concisely. These are short writing assignments. In the first paragraph, state clearly what you review addresses. Then use paragraphs to provide more detailed information on specific concepts/issues. Start each paragraph with a topic sentence, presenting the subject of the paragraph. The rest of the paragraph supports the topic sentence with specific examples. The last sentence in the paragraph concludes it and transitions the reader to the next paragraph.

Given the size of this class, I will ask you to indicate in advance (sign up on Canvas) which class session you will write the readings reviews for. You will do that by posting a reply in the discussion board with the date of the class for which you will write the review.

Post each reading review on Canvas/assignments by 5:00 PM on the day prior to the class for which the readings have been assigned. Please post only .doc, .docx, or .pdf file.

I will evaluate the reviews based on the extent to which they meet the above length, content, and style expectations.

Proposal for a local/state/national level climate policy

Each student will identify a concrete proposal for a climate change policy introduced by an actor in a local/state/or national government. You will write a short (500 word max) description of the policy proposal, post it on the specified discussion board on Canvas by 5:00 pm on October 27. Each student will then give a presentation (very brief description, no more than 1 minute, no visuals) in the class on October 28. These brief presentations (oral and written) are intended to facilitate the formation of groups for the final assignment, the political feasibility analysis.

Political feasibility analysis of a selected policy proposal (group project)

This assignment will be defined in detail on Canvas. Groups will sign up to present either on December 2 or December 4. The final proposal is due on December 9, 9:30 am. Please make sure all members of the group are listed on the report. Post only one assignment per group.

Disability accommodations

University of Washington is committed to assisting disabled students. If you believe that you have a disability and would like academic accommodations, please contact Disability Services Office (DSO). DSO is located in Suite 836, Condon Hall, 1100 NE Campus Parkway, Seattle, Washington 98105. They can also be accessed through Campus Mail: Box 364560; via e-mail at dso@u.washington.edu; by phone at 206-543-6450; 206-543-6452 (TTY); or fax at 206-685-7264. You can find more information about the DSO services at <http://www.washington.edu/admin/dso/contacts.html>.

Religious accommodations

“Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).”

Late Submission Policy

I expect students to submit the written assignments and give oral presentations on the specified date. The purpose of writing the readings review is to improve the quality of class discussion. Therefore, they need to be posted the day before the class session. However, I understand that graduate students balance school, work, and often family obligations. If your readings review is posted within 24 hours after the deadline for the class for which you signed up, I will deduct 2 points for late submission. If it is posted within 48 hours after the deadline, I will deduct 4 points. I will not be able to accept readings reviews later than that. The same policy holds for the second assignment (proposal for a local/state/national level climate policy). Oral presentations cannot be rescheduled. If the final assignment, the group analysis of political feasibility, (is not completed on time, all students in the group will receive an incomplete grade for the class. I expect the group to send me an e-mail explaining by when they will be able to complete the work. I will then review the complete assignment and submit a grade-change form to covert and incomplete to the final grade.

On-line document access and assignment submission

I will use the UW Canvas site for this course (SMEA 521 Fall 2019) to post course documents and points for the assignments. Students will use the Canvas site (<https://canvas.uw.edu>) to sign up for readings review class session, submit individual assignments, and coordinate group assignments. If you need help regarding Canvas use, see <https://itconnect.uw.edu/learn/tools/canvas/canvas-help-for-students/>.

Academic Conduct

I expect students to uphold UW academic conduct standards. Passing anyone else’s scholarly work (which can include written material, graphics or other images, and even ideas) as your own, without

proper attribution, is considered academic misconduct.

Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120) (<http://www.washington.edu/cssc/student-conduct-overview/student-code-of-conduct/>). I expect that you will know and follow the UW’s policies on cheating and plagiarism. I will report any suspected cases of academic misconduct so that they are addressed according to UW regulations. For more information, see the College of the Environment Academic Misconduct Policy (<https://environment.uw.edu/intranet/academics/academic-integrity/academic-misconduct/>) and Student Conduct website (<http://www.washington.edu/cssc/>).

Please note that I use VeriCite tool in Canvas to identify potential instances of plagiarism.

Classroom use of Laptops and other Electronic Devices

I do not allow students to use cell phones during class sessions. Laptops are allowed ONLY for note-taking, accessing a course document on Canvas when needed for a class activity, and for accessing the Internet for a specified task and specified duration. Please do not use laptops and other electronic devices otherwise. In order to provide a disability-friendly classroom environment, I want us to minimize distractive activity on laptop screens.

SCHEDULE			
CLASS	TOPIC	READINGS ¹	ASSIGNMENT
09/25	Introduction		
09/30	CC: A global problem	IPCC. 2014a	Review 1
10/02	CC: A domestic problem	Blunden&Arndt (141-168; 189-206) (know core issues and most important data)	Review 1
10/07	International climate policy cooperation	UNDP&UNFCCC. 2019.	Review 1
10/09	CC policy process and its elements	Birkland (1-19; 27-61)	Review 2
10/14	Official actors and their role in national U.S. climate policy	Birkland (107-149) Fisher&Leifeld NYT 9/7/2019 C2ES (n.d)	Review 2
10/16	U.S. courts and climate policy	Burger&Wentz Adler (1-8) NYT 04/18/2018 NYT 06/04/2019	Review 2
10/21	States: WA and CA (readings on state activities are very detailed and long—skim them to get a sense of their activities—read more on initiatives that resemble your policy proposal)	CARB WA state Coglianese&Starobin Dolsak&Prakash&Karceski Flavelle	Review 3

10/23	Cities and local governments (readings on county activities are very detailed and long—skim them to get a sense of their activities—read more on initiatives that resemble your policy proposal)	Xinsheng et al. King County (n.d.) King County 2014, 2015, 2018	Review 3
10/28	Students' presentations	No readings.	Presentation of a climate policy proposal
10/30	Private governance	Birkland (153-198) Chrun&Dolšak&Prakash Sturcken&Bonini Goessling&Buckley	Review 3
11/04	Getting climate change on the policy agenda	Birkland (199-239) Selby et al. Dolšak&Houston	Review 4 (Finalize groups)
11/06	Political feasibility analysis	Webber Gullberg Jasny et al. PolicyMaker4	Review 4
11/11	Federal holiday; class does not meet.		
11/13	Group project time	No readings.	
11/18	Climate policies and policy types	Birkland (241-271) Dolšak&Prakash (2019) NYT 04/01/2017	Review 5
11/20	Climate policy design and tools	Birkland (299-330) Roosevelt Institute C2ES (2019) CARB.	Review 5
11/25	Why climate policies fail?	Birkland (331-359) Brulle Hudson et al.	Review 5
11/27	Group project time	No readings.	
12/02	Political feasibility analysis presentations	No readings.	Group presentation
12/04	Political feasibility analysis presentations	No readings.	Group presentation
Notes: CC stands for climate change; ¹ Readings are listed alphabetically by the author's last name/organization name in the Required Readings list at the end of this syllabus.			

Required Readings

I expect students to read the assigned readings PRIOR to the class session and come prepared to discuss them in class.

Adler, Dena P. 2019. U.S. Climate Change Litigation in the Age of Trump: Year Two. Executive Summary. (Page 1-8) <http://columbiaclimatelaw.com/files/2019/06/Adler-2019-06-US-Climate-Change-Litigation-in-Age-of-Trump-Year-2-Report.pdf>

Blunden, J. and D. S. Arndt, Eds., 2019: State of the Climate in 2018. Bull. Amer. Meteor. Soc., 100 (9), Si–S305, doi:10.1175/2019BAMSStateoftheClimate.1. Available at: https://www.ametsoc.net/sotc2018/Socin2018_lowres.pdf

Brulle, R.J. 2014. Institutionalizing delay: foundation funding and the creation of U.S. climate change counter-movement organizations. *Climatic Change* (2014) 122:681–694. (on Canvas)

Burger, Micheal & Jessica Wentz (2018) Holding fossil fuel companies accountable for their contribution to climate change: Where does the law stand? *Bulletin of the Atomic Scientists*, 74:6, 397-403. <http://columbiaclimatelaw.com/files/2018/11/Burger-Wentz-2018-11-Holding-fossil-fuel-companies-accountable-for-their-contribution-to-climate-change.pdf>

California Air Resource Board (CARB). Read the information on the below-listed Internet pages to understand core component of carbon emission allowance markets. I do not expect you to follow links embedded in these pages.

Allowance Allocation:

<https://ww3.arb.ca.gov/cc/capandtrade/allowanceallocation/allowanceallocation.htm>

California Climate Investments: <https://ww2.arb.ca.gov/our-work/programs/california-climate-investments>

Compliance Instrument Tracking System Service:

<https://ww3.arb.ca.gov/cc/capandtrade/markettrackingsystem/markettrackingsystem.htm>

Compliance Offset Program: <https://ww3.arb.ca.gov/cc/capandtrade/offsets/offsets.htm>

Mandatory Greenhouse Gas Emission Reporting: <https://ww2.arb.ca.gov/our-work/programs/mandatory-greenhouse-gas-emissions-reporting>

Market Program Monitoring:

<https://ww3.arb.ca.gov/cc/capandtrade/marketmonitoring/marketmonitoring.htm>

Center for Climate and Energy Solutions (C2ES). n.d. Congress and Climate Change.

<https://www.c2es.org/content/congress-and-climate-change/>

Center for Climate and Energy Solutions (C2ES). September 2019. Carbon Pricing Proposals in the 116th Congress. <https://www.c2es.org/site/assets/uploads/2019/09/carbon-pricing-proposals-in-the-116th-congress.pdf>

Chrun, E., N. Dolšak, A. Prakash. 2016. “Corporate Environmentalism: Motivations and Mechanisms.” *Annual Review of Environment and Resources*. Vol. 41: 341-362.

- Coglianesi, C. and S. Starobin. 2017. The legal risks of regulating climate change at the subnational level. Accessible at: <http://faculty.washington.edu/aseem/PAR%20Files/The%20Legal%20Risks%20of%20Regulating%20Climate%20Change%20at%20the%20Subnational%20Level.pdf>
- Dolsak, N. and A. Prakash. April 22, 2019. The Notre Dame Fire, The Carbon Tax And Climate Policy. Forbes.com. <https://www.forbes.com/sites/prakashdolsak/2019/04/22/the-notre-dame-fire-the-carbon-tax-and-climate-policy/#758d3331106f>
- Dolsak, N., A. Prakash, S. M. Karceski. 2018. Read my lips: No new (carbon) tax. The Hill, November 13, 2018. <https://thehill.com/opinion/energy-environment/416540-read-my-lips-no-new-carbon-tax>
- Dolsak, N. and Kristen Houston. Newspaper Coverage and Climate Change: Legislative Activity across US States. *Global Policy*, 5(3):286-297.
- Fisher, Dana R. and Philip Leifeld. 2019. The polycentricity of climate policy blockage. *Climatic Change*. 155:469-487. (on Canvas)
- Flavelle, C. May 4, 2017. The Jersey Shore Would Rather Fight Flooding with Walls than Retreat. Bloomberg Business. <https://www.bloomberg.com/news/features/2017-05-04/the-jersey-shore-would-rather-fight-flooding-with-walls-than-retreat>
- Goessling, S. and R. Buckley. 2016. Carbon labels in tourism: persuasive communication? *Journal of Cleaner Production*. 111: 358-369. (on Canvas)
- Gullberg, A.T. 2013. The political feasibility of Norway as the “green battery” of Europe. *Energy Policy*, 57(June):615-623. (on Canvas)
- Hudson, Bob, David Hunter & Stephen Peckham (2019) Policy failure and the policy-implementation gap: can policy support programs help? *Policy Design and Practice*, 2(1): 1-14. (on Canvas)
- IPCC, 2014a. Summary for policy makers. In *Climate Change 2014: Synthesis Report*. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 1-32. http://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf
- Jasny, L., Waggle, J. D. R. Fisher. 2015. An empirical examination of echo chambers in US climate policy networks. *Nature Climate Change*, 5(8):782-786.
- King County (n.d.) King County Climate Strategies (skim the three core aspects of their activities): <https://www.kingcounty.gov/services/environment/climate/actions-strategies/climate-strategies.aspx>

- King County. 2014. Performance Audit of the King County 2012 Strategic Climate Action Plan. Accessible at: <https://www.kingcounty.gov/depts/auditor/auditor-reports/all-landing-pgs/2014/2014-scap.aspx>
- King County. 2015. Strategic Climate Action Plan, 2015. Accessible at: https://your.kingcounty.gov/dnrp/climate/documents/2015_King_County_SCAP-Full_Plan.pdf
- King County. 2018. Strategic Climate Action Plan, 2017 Biennial Report. Accessible at: <https://your.kingcounty.gov/dnrp/climate/documents/2017-SCAP-Biennial-Report.pdf>
- Policy Maker 4. What is PolicyMaker? <http://www.polimap.com/poliwhat.html>
- Rhodium Group. 2019. Can Tax Credits Tackle Climate? <https://rhg.com/research/can-tax-credits-tackle-climate/>
- Roosevelt Institute. 2019. Decarbonizing the US Economy: Pathways Toward a Green New Deal. https://rooseveltinstitute.org/wp-content/uploads/2019/06/GND_policy-brief-fossil-fuel-subsidies.pdf
- Selby, J. O. Dahi, C. Fröhlich, and M. Hulme, 2017. Climate change and the Syrian civil war revisited. *Political Geography*, 60, 232-244.
- Sturcken, E. and S. Bonini. April 15, 2019. Why Walmart’s Project Gigaton gives us hope. GreenBiz. <https://www.greenbiz.com/article/why-walmarts-project-gigaton-gives-us-hope>
- The New York Times. 09/07/2019. Climate Change Takes Center Stage: This week in the 2020 Race. <https://www.nytimes.com/2019/09/07/us/politics/climate-change-town-hall-howard-schultz.html>
- The New York Times. 06/04/2019. Judges Give Both Sides a Grilling in Youth Climate Case Against the Government. <https://www.nytimes.com/2019/06/04/climate/climate-lawsuit-juliana.html>
- The New York Times. 04/18/2018. Climate Lawsuits, Once Limited to the Coasts, Jump Inland. <https://www.nytimes.com/2018/04/18/climate/exxon-climate-lawsuit-colorado.html?module=inline>
- The New York Times. 04/1/2017. Tribes That live Off Coal Hold Tight to Trump’s Promises. <https://www.nytimes.com/2017/04/01/us/trump-coal-promises.html>
- UNDP and UNFCCC. 2019. The Heat is on. <https://unfccc.int/sites/default/files/resource/NDC%20Outlook.pdf>
- WA state:

<https://results.wa.gov/measuring-progress/outcome-measures/combating-climate-change> (this website provides links to key Governor's policies. Read information to be able to summarize Governor's core climate policies (mitigation and adaptation).

Webber, D.J. 1986. Analyzing Political Feasibility: Political Scientists' Unique Contribution to Policy Analysis. *Policy Studies Journal*, 14 (4): 545-553.

Xinsheng, L., E. Lindquist, A. Vedlitz, K. Vincent. 2010. Understanding Local Policymaking: Policy Elites' Perceptions of Local Agenda Setting and Alternative Policy Selection. *The Policy Studies Journal*, 38(1): 69-92. (on Canvas)