

Governmental Responses to Global Climate Change

SMA 521

Autumn 2013
M W, 12:30-1:50, MAR 168
Credit Hours: 3

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Office hours: Mondays, 11:15-12:15 and by appointment
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Note: This course meets the Policy Process requirement in SMEA. It is also an approved elective for the Graduate Certificate in Climate Science in the UW Program on Climate Change.

Course Description

Why would governments invest resources 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). This argument holds even more power given the uncertainties our knowledge of global climate change, its causes, and impacts at regional and local levels entails. Furthermore mitigation efforts are likely to impose non-trivial costs on the domestic economy, with costs concentrated on specific sectors that have the incentives to organize and oppose its governmental actions to mitigate global climate change. At the same time, adaptation to global climate change is an easier sell for governments. A governmental entity only funds the adaptation needed for its communities, 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. Governments therefore, balance the costs and benefits of mitigating and adapting to global climate change.

However, governments are not merely guided by cost considerations. They respond to ethical principles and opportunities for policy leadership created by pressures from voters demanding cleaner and more sustainable communities. Hence, to study and impact governmental responses to global climate change, we need to draw on multiple academic disciplines that enable us to understand the problem of global climate change, its impacts at the appropriate governmental level, 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 governmental responses to global climate change; theoretical and applied. We will learn how policy process theories suggest a

particular 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 global climate change policy.

Students will read the assigned readings and recommended blogs prior to the class session. Through writing memos to the instructor and discussing these readings in the class, students will critically examine the *who, what, why, and how* of global climate change policy. Students will also conduct original research on selected policy actors and present it to the class. The ultimate goal of these research projects is to create an updated compendium/class website that will communicate to the public what governments across levels have done to mitigate global climate change and adapt to it.

Learning objectives

- (1) Advance the understanding of the nature of global climate change problems and how they are framed in policy discourse;
- (2) Examine effectiveness, efficiency, and fairness of various policy instruments for global climate change mitigation and adaptation;
- (3) Critically evaluate global climate change policy processes and outcomes across levels of governance.

Readings

Required textbook:

Birkland, Thomas A. 2011. *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*. Armonk, NY: M.E. Sharpe. (available at the UW bookstore)

Required Journal Articles and documents accessible on the Internet.

See the "Schedule and Readings" section on page 4. Journal articles are available on Canvas, other documents are available on the Internet.

Evaluation and Grading

Students' work will be evaluated based on the following assignments:

- (1) Memos summarizing the assigned readings and blogs/news
(5 memos, each max 10 points; please see the Weekly list of topics for class sessions when a memo can be submitted);
- (2) Group project
 - a. Written analysis of global climate change approaches of selected governmental/non-governmental actors (max 50 points; due December 9).
 - b. Oral presentation of the above analysis; (max 20 points).

Memos

Students are expected to write a total of 5 memos (each 800-1000 words long). In the memos, you will summarize and reflect on the readings assigned for the class for which you are submitting the memo. In addition, you will also incorporate news/opinions from one or more of the below blogs. You can select which additional source you will incorporate in which memo, but do read a different blog for each memo.

The weekly schedule of topics below indicates for which class sessions/topics you will be able to post a memo. You will submit the memos by 9:00 AM of the day for which the readings were assigned. Please post Memos on the Canvas site for this course.

Additional sources for memos (please cite the source you use):

BBC's portal, http://news.bbc.co.uk/2/hi/science/nature/portal/climate_change/default.stm

Climate Connect. <http://www.climate-connect.co.uk/Home/>

Climate Progress, Joe Romm's blog, <http://climateprogress.org/>

Earthwire climate, <http://www.earthwire.org/climate/>

Grist, <http://grist.org/topic/climate>

Politico, www.politico.com

World Business Council for Sustainable Development (WBCSD)'s Energy and Climate,

<http://www.wbcd.org/work-program/energy-and-climate.aspx>

Group Project

Students will conduct a research project on one of the below-listed global climate change policy actors and their approaches/initiatives/actions/policies regarding global climate change. This project requires that students examine the role the selected actor played since January 2008 (unless specified differently below). You will work in a pair. The topics will be discussed and pairs selected in the second week of this quarter.

Topics:

- (1) The U.S. Executive Branch and Global Climate Change
- (2) Climate Change Initiatives in the U.S. Congress
- (3) Climate Change and the U.S. Courts (2000 onwards)
- (4) States' Legislative Actions and Climate Change
- (5) WA State Executive Branch Policies and Climate Change (Governors Gregoire (2005-2013); Inslee (election agenda and 2013 policy); Dept. of Ecology; Dept. of Commerce
- (6) WA Local Governments' Climate Change Approaches
- (7) U.S. Environmental NGOs and Global Climate Change
- (8) The U.S. or WA Fishing Industry and Global Climate Change
- (9) The U.S. Energy Industry and Climate Change Policy
- (10) The U.S. or WA Agriculture and Climate Change Policy
- (11) The U.S. Insurance Industry and Climate Change Policy

You will present the results of your analysis in an oral presentation on the assigned date (see the schedule). The final report is due December 9, 2013 at 9:00 AM. Submit your final report on the Canvas site for this course.

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>.

On-line document access and assignment submission

I will use the UW Canvas site for this course (SMEA 521 A) to post course documents and grades for the class. You will use the Canvas site (<https://canvas.uw.edu>) to submit your assignments. If you are not familiar with the Canvas sites, you can access tutorials on how to use Canvas at <http://www.uwb.edu/learningtech/elearning/canvas>.

Late Submission Policy

I will not accept late assignments. Students will have multiple opportunities to submit memos. I encourage students to plan ahead and build in a buffer. If a student is not able to attend the group oral presentation, (s)he will lose the oral presentation points, but will still have the written assignment graded, if submitted by the deadline.

Academic Conduct

I expect students to uphold the 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/students/handbook/conduct.html>). 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 handled according to UW regulations. For more information, see the College of the Environment Academic Misconduct Policy (http://coenv.washington.edu/admingateway/academics/academic_misconduct.shtml) and the UW Community Standards and Student Conduct website (<http://www.washington.edu/cssc/>).

Laptop 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 Blackboard when needed for a class activity, and for accessing the Internet for a specified task and specified duration. Please do not use the Internet otherwise. In order to provide a disability-friendly classroom environment, I want us to minimize activity on laptop screens that are visible to others.

Schedule and Readings

I expect students to read the assigned readings PRIOR to the class session and come prepared to discuss them in class even on days for which they are not writing memos.

Wednesday, September 25: Introduction.

Monday, September 30: The Problem of Global Climate Change

IPCC 2013. Climate Change 2013. Summary for policy makers.

<http://www.ipcc.ch/report/ar5/wg1/> Scheduled release on Friday, September 27, 2013. If this document is not accessible/released on time, read the Summary for Policymakers, 2007 (see below).

Summary for Policymakers. In: *Climate Change 2007: The Physical Science Basis. Contribution of WorkingGroup I to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change* [Solomon, S., D. Qin, M. Manning, Z. Chen, M. Marquis, K.B. Averyt, M. Tignor and H.L. Miller (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.

<http://www.ipcc.ch/pdf/assessment-report/ar4/wg1/ar4-wg1-spm.pdf>

IPCC, 2007. Climate Change 2007. Synthesis Report. http://www.ipcc.ch/pdf/assessment-report/ar4/syr/ar4_syr.pdf (Skim; recommended, not required)

Wednesday, October 2: Climate Impacts (MEMO)

IPCC, 2007: Summary for Policymakers. In: *Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of WorkingGroup II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change*, M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson, Eds., Cambridge University Press, Cambridge, UK, 7-22.

<http://www.ipcc.ch/pdf/assessment-report/ar4/wg2/ar4-wg2-spm.pdf>

WA Department of Ecology. 2012. "Chapter 3: Observed Trends and Future Projections." In *Preparing for a Changing Climate: Washington State's Integrated Climate Response Strategy*. Pp. 33-44. <https://fortress.wa.gov/ecy/publications/publications/1201004e.pdf>

Monday, October 7: Climate Vulnerability (MEMO)

Schneider, S.H., S. Semenov, A. Patwardhan, I. Burton, C.H.D. Magadza, M. Oppenheimer, A.B. Pittock, A. Rahman, J.B. Smith, A. Suarez and F. Yamin, 2007: Assessing key vulnerabilities and the risk from climate change. *Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change*, M.L. Parry, O.F. Canziani, J.P. Palutikof, P.J. van der Linden and C.E. Hanson, Eds., Cambridge University Press, Cambridge, UK, 779-810.

<http://www.ipcc.ch/pdf/assessment-report/ar4/wg2/ar4-wg2-chapter19.pdf>

Wednesday, October 9: Policy Process and its Elements (MEMO)

Birkland, chapters 1&2.

Monday, October 14: The Historical and Structural Contexts of Climate Change Policy Making (MEMO)

Birkland, chapter 3.

Rosencranz, Armin. 2002. "U.S. Climate Change Policy." In *Climate Change Policy: A Survey*. Stephen H. Schneider, Arming Rosencranz, and John O. Niles, eds. Pp. 221-234. (on Canvas; Skim)

Anderson, Kai S. 2002. "The Climate Policy Debate in the U.S. Congress." In *Climate Change Policy: A Survey*. Stephen H. Schneider, Arming Rosencranz, and John O. Niles, eds. Pp. 235-250. (on Canvas; Skim)

Wednesday, October 16: International Climate Change Policy Process (MEMO)

United Nations. 1992. United Nations Framework Convention on Climate Change. (Skim)
http://unfccc.int/essential_background/convention/background/items/2853.php

Kyoto Protocol to the United Nations Framework Convention on Climate Change (Skim)
<http://unfccc.int/resource/docs/convkp/kpeng.pdf>

Nives Dolšak. 2009. "Climate Change Policy Implementation: A Cross-Sectional Analysis." *Review of Policy Research*, 26(5): 551-570. (on Canvas)

David Victor. 2009. "Plan B for Copenhagen," *Nature*, Vol. 461 (17 September), pp. 342-344. (on Canvas).

UNFCCC. 2009. Report of the Conference of the Parties on its fifteenth session, held in Copenhagen from 7 to 19 December 2009. (REQUIRED ONLY pages 4-7).
<http://unfccc.int/resource/docs/2009/cop15/eng/11a01.pdf>

Monday, October 21: The U.S. Government Branches (MEMO)

Birkland, chapter 4.

Gray, Virginia. 2008. "The Socioeconomic and Political Context of States." In *Politics in the American States: A Comparative Analysis*, Virginia Gray and Russell L. Hanson, eds. Washington, D.C.: CQ Press. Pp. 1-29. (on Canvas)

Review the following Internet sites:

U.S. Climate Policy and Actions. <http://epa.gov/climatechange/policy/index.html>

EPA Regulatory Initiatives. <http://epa.gov/climatechange/initiatives/index.html>

The White House. Climate Change and President Obama's action Plan.
<http://www.whitehouse.gov/share/climate-action-plan>

Wednesday, October 23: Non-governmental actors (MEMO)

Birkland, chapter 5.

Levy, David L. 2011. "Private Sector Governance for Sustainable Economy: A Strategic Approach." *Review of Policy Research*, 28 (5): 487-493.

McCright, Aaron M., and Riley E. Dunlap. 2011. "Cool Dudes: The Denial of Climate Change among Conservative White Males in the United States." *Global Environmental Change* 21:1163-1172 (on Blackboard).

Monday, October 28: Getting Climate Change on the Policy Agenda (MEMO)

Birkland, chapter 6.

Dolšak, Nives and Kristen Houston. "Global Climate Change and the Media: Newspaper Coverage and Climate Change Legislative Activity across U.S. States." *Global Policy*, forthcoming.

Wednesday, October 30: Beyond symbolic Climate Change Policy; framing climate change (MEMO)

Birkland, chapter 7.

Halsnæs, K., P. Shukla, D. Ahuja, G. Akumu, R. Beale, J. Edmonds, C. Gollier, A. Grübler, M. Ha Duong, A. Markandya, M. McFarland, E. Nikitina, T. Sugiyama, A. Villavicencio, J. Zou, 2007: Framing issues. In *Climate Change 2007: Mitigation. Contribution of Working Group III to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change* [B. Metz, O. R. Davidson, P. R. Bosch, R. Dave, L. A. Meyer (eds)], Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA. <http://www.ipcc.ch/pdf/assessment-report/ar4/wg3/ar4-wg3-chapter2.pdf>

Monday, November 4: Is it Rational to Have a Climate Change Policy? (MEMO)

Birkland, chapter 8.

Leiserowitz, Anthony. 2006. "Climate Change Risk Perception and Policy Preferences: The Role of Affect, Imagery, and Values." *Climatic Change*, 77(1-2):45-72. (on Canvas)

Wednesday, November 6: Implementing Climate Change Policy (MEMO)

Birkland, chapter 9.

Review the following Websites

Department of Ecology. 2010. Measuring Performance.

http://www.ecy.wa.gov/quality/forums/2010/climate_change.pdf

Department of Ecology. State of Washington. Washington State Climate Policy Laws and Executive Orders Policy Framework (2005-2010)

<http://www.ecy.wa.gov/climatechange/laws.htm>

King County. 2010. Toward A Sustainable, Prosperous King County: 2010 Annual Report of King County's Climate Change, Energy, Green Building and Environmental Purchasing Programs

<http://kingcounty.gov/environment/climate/king-county/2010-sustainability-report.aspx>

Monday, November 11: Federal holiday; class does not meet

Wednesday, November 13: Group project work.

Monday, November 18: Models of Policy Process (MEMO)

Birkland, chapter 10

Elgin, Dallas J. and Christopher M. Weible. 2013. "A Stakeholder Analysis of Colorado Climate and Energy Issues Using Policy Analytical Capacity and the Advocacy Coalition Framework." *Review of Policy Research*, 30(1). (on Canvas)

Wednesday, November 20: GROUP PRESENTATIONS

The U.S. Executive Branch;

The U.S. Congress

Monday, November 25: GROUP PRESENTATIONS

The U.S. Courts;

States' Legislative Actions

Wednesday, November 27: GROUP PRESENTATIONS

WA State Executive Branch (Governor, Western Governors' Association, Agencies);

WA Local governments (Counties and cities)

Monday, December 2: GROUP PRESENTATIONS

Environmental NGOs;

The U.S. Fishing Industry

Wednesday, December 4: GROUP PRESENTATIONS

The U.S. Energy Industry;

The U.S. Agriculture;

The U.S. Insurance Industry