

Climate Governance: How Individuals, Communities, NGOs, Firms, and Governments can Solve the Climate Crisis

ENVIR 201/SMEA 201
(I&S or NW, DIV)

Winter 2021

**This course was taught online during the COVID pandemic;
otherwise it is taught in person.**

SCHEDULE

Lecture: Asynchronous, posted on Canvas course site.

Discussion sections: M, T, W, or Th 3:30 – 5:20, Zoom meetings accessible on the Course Canvas site

TEACHING TEAM

Instructor:

Nives Dolšak

Stan and Alta Barer Professor and Director, School of Marine and Environmental Affairs.

nives@uw.edu

Office Hours: Wednesdays, 10:30 – 11:30, Zoom meeting link on Canvas.

Teaching Assistant:

Alanna M. Greene

Masters' of Marine Affairs Candidate, School of Marine and Environmental Affairs.

alannag@uw.edu

Office Hours: Fridays, 11:30 – 12:30, Zoom meeting link on Canvas (and by appointment)

COURSE LOGISTICS

ON-LINE DOCUMENT ACCESS AND ASSIGNMENT SUBMISSION

We will use the UW Canvas site for this course (ENVIR 201/SMEA 201 Wi 21) to post course documents and links to meetings, and review students' work. Students will use the [Canvas site](#) to access readings that are not publicly accessible on the Internet, submit assignments and coordinate the team project. Additional information on Canvas can be accessed [here](#).

LECTURES AND REQUIRED READINGS

Lectures in this class are asynchronous. They will be accessible on Canvas by Friday, 9:00 am for each subsequent week. This allows students flexibility to view them and read the assigned readings when convenient to them so that they can prepare for in-class discussions and complete all assignments prior to the discussion section day.

DISCUSSION AND TEAM WORK SECTIONS: M/T/W/Th 3:30 - 5:20

The discussion sections will be divided into two halves, 3:30 - 4:20 and 4:30 - 5:20. One half of this time will be used to discuss the assigned readings in smaller sessions and complete other in-class activities. The other half will be used for group projects. Students will be pre-assigned to their discussion section (either 3:30 - 4:20 or 4:30 - 5:20) and will remain in this section for the entire quarter. We have set up Zoom meetings for these discussion sections.

In the week starting February 8, students will begin meeting in groups of 5 for their group research project. These meetings will occur in the other half of the discussion section when students are not engaged in discussions with the TA. We will rely on you to set up Zoom meetings for your respective group sessions. After each meeting, the groups will post a brief summary (not more than 100 words please) of what each individual in the group accomplished and what they will be working on in the next week in their respective Canvas group discussion forum. This will increase transparency and accountability of the group work and give us an opportunity to engage in “conversations” about your respective group research projects asynchronously.

Each student will, therefore, be expected to attend the assigned discussion section **and** the corresponding team project section. For example, students assigned to the first discussion section (M1/T1/W1/Th1: 3:30-4:20 PM) will meet in a group discussion section the same day (GM2/GT2/GW2/GTh2) from 4:30-5:20 (students are expected to create a Zoom session for this purpose).

Students assigned to the second discussion section (M2/T2/W2/Th2: 4:30 - 5:20) will meet in the group discussion section the same day (GM1/GT1/GW1/GTh1) from 3:30 - 4:20.

COURSE DESCRIPTION AND STUDENT EVALUATION

Climate change is a global problem. Solving it requires that individuals like you and me, communities, firms, NGOs, and governments change what we currently do. Most people and organizations are reluctant to change, especially when such changes impose costs. How can we then avert climate crisis?

To solve a problem, we must understand it, know what human activities cause it, and how to change these activities. What is it about climate change that makes it so difficult to solve? Is it that we do not have sufficient information about its causes and impacts? Is it that we do not know what to do about it? Shall we reduce emissions of greenhouse gasses, adapt to climate change, develop our economies in a sustainable way to increase our capacity to

cope with climate change, incentivize innovations in energy generation and use, or move to a place that is less impacted by climate change? Will any of these actions be more difficult for some people and communities than for others? If so, who should pay so that this transition is just? And maybe the most difficult question: when we figure out what needs to be done, how do we make it happen?

In this course, we will draw on many sources to answer the above questions. We will read analyses written by atmospheric scientists, biologists, ecologists, economists, energy experts, geographers, political scientists, public health experts, sociologists, and others. We will read statements made by environmental organizations, climate advocates, firms, labor unions, and governments. We will read newspapers and social media. We will watch a few videos. Drawing on these different sources, we will build a broad understanding of how different actors view climate change problems, how they want to solve them, and what it would take to implement these solutions.

LEARNING OBJECTIVES

- Advance the knowledge of climate change causes, impacts, and solutions;
- Advance the knowledge of differences across communities and actors in how they experience climate crisis, their capacity to address it, and solutions they prefer;
- Increase the understanding of how various solutions, adopted by individuals, communities, NGOs, firms, or governments work;
- Apply these concepts to develop (analyze) a solution that a specific actor could implement (had implemented).

EVALUATION AND GRADING

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

Assignment	Maximum points
Participation: pre-class quizzes (7 required) and in-class work (8 required)	15
Discussion posts (7 required)	7
Voting Record	24
Final Group Project (25) and weekly group meeting summaries (5)	30
TOTAL	76

Participation

Pre-class quiz

We will use short, pre-class quizzes to ensure that students understand core concepts from the readings and lectures of climate change, its causes and impacts (observed and projected), approaches to solving climate change, and ways of putting those in action. Quizzes will be credit/no-credit. To receive full credit, students must complete at least 7 quizzes throughout the quarter.

DUE: Quizzes will be available on Canvas at the beginning of each week and must be completed before students' respective discussion section.

In-class work

During discussion sections, activities will include 1.) discussion based on the readings and lecture and 2.) work in small groups using Google Docs via breakout rooms, and 3.) activities such as logging a climate journal or running a climate calculator. To accommodate students who might have limited internet availability, etc., the Google Doc from that day's class will be left open for 24 hours after class for students to access. Students are expected to contribute to their discussion section each week for credit.

DUE: 24 hours after students' respective discussion section.

Discussion Posts

After having viewed the lecture and/or read the assigned readings, students are expected to write a discussion post on this information prior to their respective discussion section. An approach to this is to discern and define the most important concept(s) from the reading and describe in 3-5 sentences why it is important for climate change governance. Submit your discussion post (no more than 100 words) on the Canvas discussion board for your respective section. This assignment will be credit/no-credit. To receive full credit, students must submit at least 7 discussion posts throughout the quarter. *Please note that students will be able to view other students' posts only after having submitted their own.*

DUE: The evening before your discussion section by 5 pm.

NOTE: Voting Record and Final Team Project are available to students registered for this course.

WEEKLY SCHEDULE AND REQUIRED READINGS

Week starting	Topic
Jan 4	Introduction and course logistics
Jan 11	Climate change and its causes
Jan 18	Climate impacts and vulnerability
Jan 25	How individuals and societies make decisions

Topics for other weeks are available to students registered for this course.

Students will read a variety of sources, such as reports, journal articles, book chapters, and statements by organizations. They are available on Canvas unless they are publicly available on the Internet.

Readings students are expected to complete PRIOR to the scheduled discussion section of the week

January 11: Climate change and its causes

[IPCC, 2013: Summary for Policymakers](#). In: Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 1-28.

United National Environmental Programme. (2020). [Executive Summary](#). In *Emissions Gap Report 2020*. UNEP, Nairobi. Skim to identify key priorities for change in our policies and/or behavior.

NOTE: Readings for other weeks are available to students registered for this course.

COURSE AND UNIVERSITY POLICIES

RECORDING AND FILE USE AGREEMENT

By enrolling in this course, students agree to not download or share any course recordings or readings and acknowledge that the recordings are solely for their personal educational use.

ZOOM MEETINGS FOR DISCUSSION SECTIONS

1. Zoom meetings for the Discussion sections are limited to “authenticated users”. This means that you will need to [sign into UW Zoom](#), and able to join the meeting when using your UW NetID.
2. Please mute your phone while not talking.
3. Unless you are facing Internet connectivity problems, please keep the camera on during the meetings. Being able to see who we are communicating with enhances the quality of our conversation.
4. If you use a virtual background when participating in the Zoom meetings, ensure that it is not distracting or offensive. You can access UW branded backgrounds [here](#).
5. When we are meeting in the full discussion section (as opposed to in break-out rooms), please use the “raise hand” function in Zoom to signal to the host that you wish to participate in the conversation.
6. Please use the “chat” function sparingly, but feel free to use it (a) if you are encountering difficulties with your microphone and (b) to post relevant links for additional readings/sources.
7. If you wish to share your preferred pronouns with your class, the TA, and the instructor, please edit how your name is displayed on Zoom. Please note that the ability to edit the appearance of the zoom name in a meeting depends on the host’s settings.
8. When students create a Zoom meeting for their respective group project meetings, they are asked to “Allow participants to rename themselves”. This can be accomplished in the host’s Zoom “[Settings](#)”.

UNIVERSAL FORMATTING GUIDELINES FOR ACADEMIC ONLINE COMMUNICATION

When communicating online, it is important to keep in mind the below guidelines for appropriate communication. Following these protocols will enable students to represent themselves well and indicate respect for their colleagues and teachers. The below guidelines are quoted from the [UW Integrated Social Sciences Program](#).

1. AVOID SHOUTING - typing in all caps a lot of the time makes it seem like you're shouting and is considered to be impolite. Occasional use of all caps to emphasize an important POINT can be effective (e.g., in discussion forums), but OVER-USNG ALL CAPS IS NOT A GOOD IDEA.
2. No, really; don't shout!!! - one exclamation point is enough.
3. Chek yer speling and grammer error's - always read over your message for errors before sending it. If you're using your phone to type, this is especially necessary. If you're not great with spelling and punctuation rules, use a spell check/grammar check that will underline questionable words and punctuation.
4. BTW, abbreviations make it hrdr for ur reader 2 understand U - it only takes a second or two to type out the word or phrase, so show that you care by typing whole words.

5. Don't overuse emoticons :-) or other text art >^..^< - and don't use them at all in a message to someone you don't know well. We would like you to be able express your ideas in writing and not lean on emoticons to express thoughts that are better personalized with prose.

Stick to one font type, size, and color - use bold and italics sparingly to draw attention to individual words.

DIVERSITY, EQUITY, AND INCLUSION

The University of Washington supports an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength. In this course, we will strive to create welcoming spaces where everyone feels included and engaged regardless of their social and cultural backgrounds.

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 Resources for Students (DRS) at: [206-543-8924](tel:206-543-8924) V / [206-543-8925](tel:206-543-8925) TDD / uwdrs@uw.edu e-mail / <http://www.uw.edu/students/drs>.

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](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).”

LATE SUBMISSION POLICY

Quizzes and discussion posts are scheduled prior to or during the class to increase the quality of in-class discussions. Therefore, they cannot be completed late or rescheduled. However, students will have the opportunity to complete these assignments more times than required for grade, providing some flexibility in completion of these assignments. If a student has a problem completing the Voting record assignment on time, they should contact the TA prior to the due date to devise an alternative schedule for completion. If a group identifies problems that would preclude them from completing their work by the due date, they need to e-mail the TA (all group members have to be cc-ed on the e-mail) prior to March 11 to devise an alternative schedule for completion.

ACADEMIC INTEGRITY

The University of Washington Student Conduct Code ([WAC 478-121](#)) defines prohibited academic and behavioral conduct and describes how the University holds students accountable. I expect that you will know and follow university policies regarding all forms of academic and other misconduct.

Acts of academic misconduct include:

- Cheating:
 - unauthorized assistance in person and/or online for assignments, quizzes, tests or exams
 - using another student's work without permission and instructor authorization
 - allowing anyone to take a course, assignment or exam for you without instructor authorization
- Falsification: intentional use of falsified data, information or records
- Plagiarism: representing the work of others as your own without giving appropriate credit to the original author(s)
- Unauthorized collaboration: working with other students in the course on assignments, quizzes or exams without permission
- Engaging in behavior prohibited by an instructor
- Multiple submissions of the same work in different courses without instructor permission
- Deliberately damaging or destroying student work to gain advantage
- Unauthorized recording, and/or subsequent dissemination of instructional content

If these definitions are not clear to you, please contact me or our TAs so that we can review them with you. It is important that you fully understand what is and is not permissible in this course.

Any suspected cases of academic misconduct will be handled according to university regulations, which include:

1. submission of the case material (description of the incident and supporting documents such as an exam, paper, and any communications about the incident) to the College of the Environment Dean's Office
2. suspension of the grade for the quiz, exam, homework, paper or other assignment in question
3. an X grade for the class in the case of the academic misconduct procedure continuing past the end of the quarter
4. a reduction, down to a zero, for the quiz, exam, homework, paper or other assignment in question should the academic misconduct hearing officer find you responsible

For more information, see the College of the Environment's [Academic Misconduct Policy](#), and the [Community Standards and Student Conduct](#) website.

Please note that we use SimCheck tool in Canvas to identify potential instances of plagiarism. You can read more about this tool [here](#).

STUDENT ACADEMIC GRIEVANCE PROCEDURES

The College of the Environment [Student Academic Grievance Procedures](#), provide mechanisms for enrolled students to address academic problems or grievances in an equitable, respectful and timely manner. Academic grievances are defined as those involving conflicts between a student or students and their course instructors (including faculty and teaching assistants) or research mentor(s) with respect to differences arising within credit-bearing work and while the student is registered at the University of Washington. If you have or are experiencing such a conflict in this class, and have not, cannot, or do not wish to attempt resolution with me, I encourage you to explore additional options open to you by accessing the website above.

SAFETY ([here](#))

If you feel unsafe or at-risk while taking this or any course, please contact SafeCampus, 206-685-7233 anytime where you can anonymously discuss safety and well-being concerns for yourself or others. SafeCampus can provide individualized support, discuss short- and long-term solutions, and connect you with additional resources when requested. For a broader range of resources and assistance see the [Husky Health & Well-Being](#) website.