

**Climate Change Policy**  
**Spring 2017 - 11:374:426:01**  
**Monday, 2:15pm to 5:15 pm, HCK 201**

**Instructor:**

**Dr. Pamela McElwee**

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**Office Hours:** Wednesdays 2:00-3:00 and other times by email appointment

**Course Description**

This course is an advanced seminar that examines topics in social, cultural and political aspects of climate change policy. We will look at the science of climate change and why it has been so contested in some quarters; the existing and predicted physical, cultural and societal impacts of climate change and how policies are developed to avoid or adapt to these; how vulnerability to climate change is measured and whether societies will be able to adapt to forecasted changes; multiscale policies from local levels to international levels to mitigate or adapt to climate impacts; and the ethical and social justice dimensions of policies for climate change.

**Course Objectives**

At the end of the course, students will have met several goals.

Goal 1: Understand key definitions, concepts, histories, and theories in the field of climate change policy

Goal 2: Apply key class concepts to real-world climate problems

Goal 3: Develop analytical skills to assess the myriad challenges that climate change poses to societies

To meet these goals, the course focuses on three primary activities:

- (1) core readings, lectures, and discussion
- (2) written assignments to apply substantive issues
- (3) examining real world examples through films and simulations

Assessment methods for the above goals will include:

Goal 1: Final exam

Goal 2: Several take home research exercises demonstrating a real-world policy problem

Goal 3: Weekly reading summaries on key texts in course

**Required Reading**

There are two required texts for the course, available at the Rutgers bookstore and other online bookstores, in both physical and e-book formats. Please ensure you purchase the correct edition of the text if you buy used copies.

- Hulme, M (2009). *Why We Disagree about Climate Change: Understanding Controversy, Inaction and Opportunity*. Cambridge University Press. ISBN 9780521727327.
- Dryzek, J et al (2013) *Climate Challenged Society*. Oxford University Press. ISBN 9780199660100

Other required readings will be posted online at our Sakai site.

## Requirements & Grading

This course will serve as a vehicle to emphasize reading skills, discussion skills, and writing skills of the student. This is an upper level seminar, so there will be a fairly intense amount of reading and writing spread throughout the semester. Because we only meet once a week, each class session is equivalent to two regular period classes. Please budget your time for homework that you can devote the necessary time to staying up to date with the readings. Students are expected to do all of the required readings for the assigned dates and to be prepared to discuss them in class. I reserve the right to call on any student in class: please be prepared! Pop quizzes may be given at any time throughout the semester, particularly if I feel discussion is suffering from a lack of preparation.

Written work and their points are listed in the table below. Dates and details of assignments will be finalized throughout the course. Please discuss with me if any assignment or due date is unclear. There are 100 points that are possible to achieve in the work in this class. I will grade according to the following university scale. Cutoffs are firm, especially given the use of pluses and minuses

A	90-100
B+	89-88
B	80-87
C+	79-78
C	70-77
D	60-69
F	59 and under

The points you will be graded on in the class include the following assignments:

Assignment	Points (100 total)	Due Date
Reading summaries of key concepts (6 total)	30	Due each week by class
Take home assignments (2)	20	Announced in class
Country simulation assignment	15	Announced in class
Final Exam	20	Completed by May 9
Attendance/Participation/Discussion (may include pop quizzes and in-class group work)	15	All semester

### Written Assignments:

Written assignments are to be turned in at the beginning of classes in which they are due. This means assignments are NOT to be emailed to the instructor, or dropped off at my mailbox, unless you have an excused absence from class. Summary assignments will NOT be accepted after the class they are due; there are no exceptions. **Late take-home assignments will be penalized 5 points per 24 hours late.** Written assignments must be typed in 12-point font and be single spaced. Your name must always be on the paper. Papers should be proofed carefully, and please pay attention to readability and writing style, as well as to content.

#### -- Reading summaries:

You will bring to class a brief (1-2 paragraph) summary of the readings for the day that highlights the key concepts, definitions, and theories discussed in the readings, starting with Week 3. You will also write 2 questions for discussion based on the readings. These are graded pass/fail. You will need to do this 6 times throughout the semester (total 30 points possible).

**-- Take home assignments:**

We will have two take home assignments throughout the semester which will require you to take a concept from class (such as carbon footprinting) and demonstrate understanding of the concept through your own analysis (e.g. assess your own personal footprint). Deadlines and content will be discussed in class.

**-- Climate simulation exercise:**

We will have one in-class simulation of international climate negotiations. Each student will choose a country to represent and will be expected to research that country's position ahead of the class at <http://climateactiontracker.org> , <https://www.c2es.org/international/key-country-policies/policies-key-countries>, and other sources. More information will be announced in-class.

**-- Exam:**

This class will have a final exam. More details will be discussed in-class.

**Sakai Information**

This course will have a Sakai site. The site will contain the syllabus, and I will post on the website announcements, some class notes and PowerPoint presentations, and handouts/readings. The website is only a supplemental aid, and not a replacement for attending class.

**Attendance and Make-ups**

Because this is a seminar-type class, attendance and participation is an important part of making the class work. Excessive absences (i.e. more than one) will detract from your participation grade. You will need to actively participate in class sessions in order to earn the full points for participation. Additionally, if you cannot attend a class it is YOUR responsibility to obtain notes, syllabi changes, assignments etc. from another student. If you know you will have to miss class in advance because of something beyond your control (NOT, for example, a routine appointment), let me know (with relevant documentation) in time to arrange when you should hand in any work. Make-up after the fact is available only for a documented emergency. Students who will miss class due to an athletic competition or other official university events are required to follow official university policies if they wish to make up an assignment. You must notify me immediately, and at that time we can make arrangements for turning in missed work. Those who fail to do so will not be accommodated.

**Withdrawals and Incompletes**

Please see me if you feel you will need to withdraw from the class. You will need to follow university rules on dates for withdrawal. I will not give incompletes for this course, except for extreme emergency situations such as family problems or illnesses that you or an immediate family member suffer that would make it impossible for you to come to class. Documentation is required.

**Academic Dishonesty**

Academic dishonesty is not tolerated in any shape or form. If you are unclear on what constitutes dishonesty, please see the Rutgers Academic Integrity Policy at [https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI\\_Policy\\_2013.pdf](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf) . Dishonesty includes any form of plagiarism, cheating on tests, and other things. **I have a zero tolerance policy on academic dishonesty: An initial incident will result in the student receiving no credit for the assignment. A second incident will result in a failure in the class, and a grade of XF is an option for cases in which I feel there has been serious misconduct. It is your responsibility to be aware of what plagiarism is, and not to do it in any shape or form.** There may be additional university consequences, including expulsion.

**Disability Services Statement:**

If you are entitled to a disability accommodation, I encourage you to request it. Rutgers, the State University of New Jersey abides by Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in the Kreeger Learning Center, 151 College Ave, Suite 123, New Brunswick phone number 732-932-2848.

**Other Policies**

*Please note the following.*

1. There is no extra credit work.
2. The classroom is a place of mutual respect. Everyone is expected to treat each other and his/her questions and comments with civility. Cell phones must be off or on silent. Please, no text messaging, surfing websites, reading outside material, and the like during class. If you are using a computer during class I reserve the right to ensure you are using it for class purposes. If this privilege is being abused, I reserve the right to limit laptops in the classroom.
3. Announcements and instructions throughout the course (in class and on Sakai) will amplify, supplement, and possibly change the syllabus. The student is responsible for keeping up-to-date on these announcements and for understanding any changes.
4. Email is a medium that should be used carefully. I do not answer emails immediately and especially not on nights and weekends, so be aware that emailing me the night before your assignment is due is not acceptable. Please plan ahead and try to make use of my office hours, not email, for more complicated or in-depth discussions.
5. If you have any disability or need any special consideration in the classroom or with assignments, please see me so that we can make appropriate arrangements.

### Outline and Schedule of Class Periods and Readings:

This schedule is subject to change — pay attention to Sakai announcements.

\* Indicates readings that will be posted on-line on Sakai. The rest are from the required books.

#### WEEK ONE, Jan 23: Introduction to climate change

*After class read:*

Dryzek et al. Ch 1 - Climate's challenges

Hulme Ch 1 -The social meanings of climate

#### WEEK TWO, Jan 30: Impacts of climate change

*NO in-class meeting. Complete readings then watch film: [Rising Tides](#), available at Amazon.com.*

[https://www.amazon.com/gp/product/B01H7QQ7YC/ref=pd\\_cbs\\_318\\_1](https://www.amazon.com/gp/product/B01H7QQ7YC/ref=pd_cbs_318_1)

\* US National Climate Assessment. 2014. *Overview: Climate Change Impacts in the United States*.

\* NOAA. 2016. *New Jersey State Summary* report.

\* Kaufman, L. 2016. Four years after Sandy, rising sea levels loom over New Jersey recovery, WNYC.com Oct 26,

<http://www.wnyc.org/story/four-years-after-sandy-rising-sea-levels-loom-over-new-jersey-recovery/>

\* Hurdle, J. 2013. Pallone says congress doing nothing about sea-level rise, blames Tea Party. *NJ Spotlight*, Dec 9.

\* Gilles, J. 2014. The flood next time. *New York Times* Jan 13.

\* Harvey, C. 2014. A ridiculous law is threatening the future of North Carolina coastal communities. *BusinessInsider*, Dec. 8 <http://www.businessinsider.com/north-carolina-state-hiding-climate-science-2014-12>

*Optional:*

\*Cooper et al. 2008. The potential impacts of sea level rise on the coastal region of New Jersey, USA. *Climatic Change* 90: 475-492.

#### WEEK THREE, Feb 6: Climate science knowledge

Hulme Ch 2 - The discovery of climate change

Hulme, Ch 3 - The performance of science

\* Oreskes, N. 2007. The scientific consensus on climate change: How do we know we're not wrong? In *Climate Change: What It Means for Us*. Cambridge: MIT Press.

\* Skrydstrup M. 2013. Tricked or troubled natures? How to make sense of "Climategate". *Environmental Science and Policy* 28: 93–100

#### WEEK FOUR, Feb 13: Accounting for drivers of climate change

\* Erhardt-Martinez, K et al. 2015. Consumption and climate change. In *Climate Change and Society*, R Dunlap and R. Brulle, eds. P 93-126.

\* McKibben, B. 2012. Global warming's terrifying new math. *Rolling Stone* July 19.

\* Boone and Ganeshan. 2012. By the numbers: a visual chronicle of carbon emissions. In *Sustainable Supply Chains*. New York: Springer, p. 9-27.

\* Frumhoff, P et al. 2015. The climate responsibilities of industrial carbon producers. *Climatic Change* 132: 157-171.

#### WEEK FIVE, Feb 20: Social beliefs and climate change

Dryzek et al. - Ch 2, Constructing science and dealing with denial

Hulme Ch 7- The communication of risk

\*McCright, A. M., & Dunlap, R. 2012. Organized climate change denial. In *Oxford Handbook of Climate Change and Society*. Oxford: Oxford University Press, p. 144–160.

\*Hornsey, M. et al. 2016. Meta-analyses of the determinants and outcomes of belief in climate change. *Nature Climate Change* 6: 622-626.

\* Brown, M. 2014. Climate science, populism and the democracy of rejection. In *Culture, Politics and Climate Change: How Information Shapes our Common Future*. Routledge: New York, p. 129-145.

**\*\* Skeptics assignment discussed in class**

### **WEEK SIX, Feb 27: Understanding climate risk and wicked problems**

Hulme Ch 6 -The things we fear

\* Lazrus H. 2015. Risk Perception and Climate Adaptation in Tuvalu: A Combined Cultural Theory and Traditional Knowledge Approach. *Human Organization* 74: 52-71

\* Kaysen, R. 2014. Back to the Jersey Shore. *New York Times* April 4

\* Busby, J. 2008. Who cares about the weather: Climate change and US national security. *Security Studies*, 17:3, 468-504

\* Leven, K. et al. 2012. Overcoming the tragedy of super wicked problems: constraining our future selves to ameliorate global climate change. *Policy Sciences* 45: 123-152.

### **WEEK SEVEN, Mar 6: Climate vulnerability**

\*Füssel H.-M. 2007. Vulnerability: A generally applicable conceptual framework for climate change research. *Global Environmental Change* 17: 155–167

\* New York Times. 2013. Could NY subways survive another hurricane? *New York Times*.

\* Climate Information. 2014. *Understanding New Jersey's Vulnerability to Climate Change*.

\*Clay, P et al. 2016. Social bonds and recovery: An analysis of Hurricane Sandy in the first year after landfall. *Marine Policy* 74: 334-340.

\*Goldberg, J. 2013. Drowning Kiribati. *BusinessWeek*, Nov 21 <https://www.bloomberg.com/news/articles/2013-11-21/kiribati-climate-change-destroys-pacific-island-nation>

**\*\* Skeptics assignment due**

### **WEEK EIGHT, Mar 20: Climate economics**

Hulme Ch 4 - The endowment of value

Dryzek J et al Ch 3 - The costs of inaction and the limits of economics

\*Urbina, I. 2016. Perils of climate change could swamp coastal real estate. *New York Times*, Nov 24.

\* Harrison, D et al. 2011. Economic policy instruments for reducing greenhouse gas emissions. In *Oxford Handbook of Climate Change and Society*. Oxford: Oxford University Press, p. 521-535.

\*Davenport, C. 2013. Large companies prepared to pay price on carbon. *New York Times*, Dec 5.

\*Wadhara, V and Muro, M. 2016. Trump says energy regulations are hurting economic growth. The evidence says otherwise. *Washington Post*, Dec 21.

### **WEEK NINE, Mar 27: Climate responses: mitigation**

Dryzek, J et al. 2013. First half Ch 4 – Actions that promise and actions that fall short

\* Jordan, A et al. 2011. Policy instruments in practice. In *Oxford Handbook of Climate Change and Society*. Oxford: Oxford University Press, p. 536-549.

\*Pacala S. & Socolow R. 2004 Stabilization wedges: solving the climate problem for the next 50 years with current technologies. *Science* 305: 968–972

\* Manaites, M. (2001) Individualization: Plant a tree, buy a bike, save the world. *Global Environmental Politics* 1(3): 31-52.

\* Specter, M (2008) Big foot. *The New Yorker* Feb 25.

**\*\* Carbon footprint assignment discussed in class.**

### **WEEK TEN, April 3: US climate politics**

\* Rosencranz, A. and Conklin, R. 2010. National policy. In *Climate Change Science and Policy*. Island Press, p 343-355.

\* Davenport, C. 2014. Political rifts slow U.S. effort on climate laws. *New York Times*. April 14.

\* Davenport, C. 2014. E.P.A. staff struggling to create pollution rule. *New York Times*. Feb 4.

\* Leggett, J. 2014. *President Obama's climate action plan*. Congressional Research Service report.

\* US EPA. 2015. *Fact sheet on the Clean Power Plan*.

\* Bushinsky, J. 2010. US state climate action. In *Climate Change Science and Policy*, Island Press, p. 371-376

\* Temple, J. 2017. President Trump takes immediate aim at Obama's Climate Action Plan. *MIT Technology Review*, Jan 20. <https://www.technologyreview.com/s/603418/president-trump-takes-immediate-aim-at-obamas-climate-action-plan/>

\* Obama, B. 2017. The irreversible momentum of clean energy. *Science* Jan 9.

**\*\* Intl assignment discussed in class.**

### **WEEK ELEVEN. April 10: Climate ethics and justice**

***In-class FILM: Climate Refugees***

Dryzek, J et al. Ch 5 – What's just.

Hulme Ch 8 - The challenges of development

\* Harlan, S. et al. 2016. Climate justice and inequality. In *Culture, Politics and Climate Change: How Information Shapes our Common Future*. Routledge: New York, p.127-163.

\* Brulle, R. and RJ Antonio. 2015. The Pope's fateful vision of hope for society and the planet. *Nature Climate Change* 5: 900-901.

\* Doyle, T. and S. Chaturvedi. 2011. Climate refugees and security: conceptualizations, categories and contestations. In *Oxford Handbook of Climate Change and Society*. Oxford: Oxford University Press, p. 278-291.

**\*\* Carbon footprint assignment due**

### **WEEK TWELVE, April 17: International climate politics**

Dryzek, J et al. Ch 6 – Governance

Hulme Ch 9, The way we govern

\* Betsill, M. 2014. International climate change policy. In *The Global Environment: Institutions, Law, and Policy*, (4<sup>th</sup> edition), Axelrod, R. et al eds.

\* Dimitrov, R. 2016. The Paris Agreement on Climate Change: Behind closed doors. *Global Environmental Politics* 16(3): 1-11.

\* Chemnick, J. 2016. Could Trump simply withdraw U.S. from Paris Climate Agreement? *Scientific American* Nov 10. <https://www.scientificamerican.com/article/could-trump-simply-withdraw-u-s-from-paris-climate-agreement/>

### **WEEK THIRTEEN, Apr 24: Climate responses: adaptation**

Dryzek, Ch 4 – Actions that promise and actions that fall short (second half)

\* Carmin, J. et al. 2015. Adaptation to climate change. In *Climate Change and Society*, Dunlap and Brulle, eds. pp 164-198.

\* Wagner, M et al. Adaptive capacity in light of Hurricane Sandy: The need for policy engagement. *Applied Geography* 50: 15-23.

\*Rozenzweig, C and Solecki, W. 2014. Hurricane Sandy and adaptation pathways in New York: Lessons from a first-responder city. *Global Environmental Change* 28: 395–408.

**WEEK FOURTEEN, May 1: Future steps**

Dryzek et al. Ch 7 – The anthropocene & Ch 8 – Transition, resilience and reconstruction

Hulme Ch 10 - Beyond climate change

\*Jamieson, N. 2013. Some whats, whys and worries of geoengineering. *Climatic Change* 121:527–537

\* Luers, A. 2013. Rethinking US climate advocacy. *Climatic Change* 120:13–19

**\*\* International assignment write-up due.**