

PO 356 Global Climate Change Governance

12:50-2:20, T/Th

Fall 2022

Weyerhaeuser 303

Office hours: 11-12:30 T/TH, 1-3 W

Office: Lindaman 203

Schedule a meeting with me on [Calendly](#)

Instructor: Dr. Bi Zhao

E-mail: bzhao@whitworth.edu

Course Description

This course is designed to provide students with a comprehensive and in-depth understanding of **global climate change and the international political process** around it. We will discuss the global challenge of climate change, the politics around the issue, and the policies to tackle it. We start with the causes and impacts of climate change as a global commons issue. We then explore the architecture of the global climate governance, including the multilateral diplomacy, international institutions, and legal instruments. Finally, we survey the political actors in the governance process and the roles they play.

This class has two core concepts as through-lines: **pathologies and sacrifices**. Climate change has become a global crisis with no immediate and quick fix. We will acknowledge the grave situation and consider the different "**pathologies**" or problems that cause the crisis. The problem is embedded in the international system, national politics, and human nature.

But we do not want to end on a pessimistic note. We will also consider what gives us hope. **Shared sacrifice** is not only necessary but also crucial to combating climate change. Then who should sacrifice? How much is enough to turn the trend around? We will explore these topics throughout the course.

Student Learning Outcomes (SLOs)

This course seeks to help students to:

- learn about the fundamental **knowledge** of global climate change;
Students will acquire comprehensive knowledge of climate change politics by the end of the class. We achieve the goal in two ways: learning in classroom lectures and discussions and developing further knowledge by attending the UN Climate Change Conference
- exercise **communication skills** in written, oral, and other creative ways;
To effectively communicate our understanding and opinion about climate change has become increasingly important in our current political culture. Besides learning the knowledge, you will also formulate your own opinion and arguments around climate change. Our goal is not to argue or convince but to engage with different sides in a civic and compassionate way. In this course, you'll have the opportunity to engage in weekly discussions with your classmates. In the final project, you will pick a format (traditional paper, infographic poster, podcast, etc.) to explore a question related to climate change governance.
- Connecting **personal faith and religions** with climate change and other environmental challenges;
We will tie in the discussion of faith and religion when considering the solutions to climate change. Our goal is to articulate, as individuals, how our broader worldview informs our understanding of the environment and the relationship between humans and nature.

Textbooks and Readings

In this class, we will have two primary textbooks. Additional readings and handouts will be made available through Blackboard.

- Harris, Paul G. 2021. *Pathologies of Climate Governance*. Cambridge University Press.
- Eisenstadt, Todd A., and Stephen E. MacAvoy. *Climate Change, Science, and the politics of Shared Sacrifice*. Oxford University Press.

How should I focus my attention on the readings? It is easy to get lost when reading a long chapter of the textbook. But course readings are an important part of our learning experience. Your goal in reading is not to memorize all of the details of the chapter or article, but instead to be able to do the following:

1. **Identify and define key concepts and terms:** what new concepts, theories, and phenomena are important to know in order to understand this chapter/reading?
2. **Articulate the main question(s) and the argument the author makes:** what is this chapter/reading about? What is the topic? What is the puzzle the author trying to explain?
3. **Describe the evidence the author uses:** what real-world examples does the author use to support the argument(s)? Is it convincing?
4. **Be critical:** Interrogate the logic-what are the assumptions the author makes? Are the assumptions problematic? Are there real-world events or phenomena that the theory/argument fail to explain?

Assessments and Grading Policy

- **Attendance and participation, 10%.**

Class attendance will be graded both by the percentage of classes attended and the degree of active participation during class. The basic attendance grade will be the percentage of classes a student attends (not counting exams): for example, a student who comes to 28 out of 30 classes would get a grade of 93%, or an A. This percentage will then be adjusted upwards by as much as 10% based on active, constructive class participation. For this system, there are no excused or unexcused absences, except for students with documented reasons requiring them to miss class for official extra-curricular activities.

What is class participation? Participation does not simply mean talking a lot in class, although joining in discussion is strongly encouraged. Participation also involves coming to class prepared (having done the reading), thinking and listening carefully, and contributing to an open classroom environment where thought and discussion are possible. In addition, students are welcome and encouraged to visit the instructor individually during office hours or by appointment.

A WORD ON ELECTRONIC DEVICES IN THE CLASSROOM I do not want to police your use of laptops and other devices for class purposes. But just for the record, any student who uses their electronic devices for non-class purposes will lose points from the participation grade. My policy is based on the fact that multi-tasking during class on your laptop, texting, and any use of cell phones is disruptive to the learning environment. How you take notes is your business. Still, I would encourage you to consider the virtues of writing class notes in a notebook (“old school”), and not your computer. Transfer the important notes to your computer after class as a way of reviewing the material. Studies show that taking notes by hand, rather than laptop, increases student learning. See [Scientific America](#) for details.

- **Quizzes, 20%.** There will be **four** quizzes throughout the semester, covering *only the reading material for that day*. We will take the quiz at the beginning of class on most quiz days. The dates of the quizzes will *not* be announced in advance. Quizzes are designed to evaluate how well you keep up with readings and understand the contents. Each quiz is worth 5 points. The sum of the four quiz scores will be calculated into the final score.
- **Global Climate Negotiation Simulation, 15%.** One class activity is a modified simulation of the UN climate change conference. You will be assigned the role of a country delegate to the UN Framework Convention on Climate Change (UNFCCC). Through negotiations, you will seek to address issues such as greenhouse gas emissions, deforestation, and other social issues around climate change. Before that, you will prepare a position paper for your country. Guidance and format will be provided. This assignment is due *midnight of November 27*. The position paper accounts for 5% of the grade and the actual performance during negotiation accounts for 10%.
- **Final project (25%) and presentation (Extra credit 3%).** For the final project, you will have a few options to explore a question related to climate change governance. You can do an infographic poster, podcast, quotebook, policy memos, research design and literature review, etc. You will also write a 3-4 page reflection paper about the project. Presentation of your project is optional. If you choose to do it, you will earn three extra credit points for the course. Detailed instructions will be communicated in class and on Blackboard.
- **Midterm and final exams, 30%.** Midterm: 10/27, in class. Final: 12/13, 1-3 pm.
- **Missed or late work.** Late work will be penalized by one letter grade for each day after the deadline. For example, an A- for a problem set solution turned in one day late will become a B-. Late work would only be accepted without grade-penalty if the student has university-accepted excuses.
- **Make-up exams/quizzes.** In the case of missing exams or quizzes due to participating university-sponsored activities, the student is responsible for communicating with the instructor as far in

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advance as possible. Then make-up details will be discussed. Make-up exams/quizzes will not be accommodated for any reasons other than university-sponsored or -related activities, except under extreme and emergency situations

- **Final grades:**

A	B	C	D	F
A+=97-100	B+=87-89.99	C+=77-79.99	D=60-69.99	F=below 60
A=93-96.99	B=83-86.99	C=73-76.99		
A-=90-92.99	B-=80-82.99	C-=70-72.99		

Academic honesty and integrity policies

Student Handbook on Academic Honesty

Just as the faculty, staff and administration strive to be forthright, direct and honest, and to value integrity in all their dealings, the university expects all students to function in like manner. Students are expected to adhere to the highest standards of academic honesty and to refrain from any dishonest or unethical action.

In all academic exercises, examinations, papers and reports, students are expected to submit their own work. The use of the words or ideas of others is always to be indicated through an acceptable form of citation. This policy will be specified in the syllabus for each course.

- **Violations of the Policy on Academic Honesty**

1. **Definition of Plagiarism**

Plagiarism occurs whenever a person attempts to pass off as his or her own work, either verbally or in writing, the words and ideas of others. Plagiarism most often occurs in projects that require independent preparation (outside of class); although it can occur in essay examinations, this is not generally the case. Plagiarism can be either inadvertent (a failure to understand the responsibility for acknowledgment or the means by which acknowledgment should be made) or willful (with a conscious intent to deceive).

2. **Definition of Cheating and Dry-Labbing**

Cheating is any academic activity in which the student submits for a grade or credit work that is not their own and/or that has not been done within the structure and context established by the assignment. Students may plagiarize in a variety of ways: copying another student's test, bringing unauthorized notes or materials to an exam, copying another student's lab notes, or making up fictitious lab results (also known as "dry-labbing"). All cheating is regarded as willful deception.

- **Consequences of Violations of the Policy on Academic Honesty**

1. The faculty member will confront the student(s) in cases of suspected violations of the policy on academic honesty and will keep a written record of the incident.
2. The faculty member will assess the gravity of the violation and will determine the consequences, which may range from a failing grade on the specific assignment to a failing grade in the course.
3. The faculty member will submit a written report of policy violations, with their consequences, to the academic affairs office.
4. The student has a right to appeal any faculty member's decision by submitting a written appeal to the associate provost.
5. The associate provost may then review the appeal in consultation with the Academic Policies Appeal Committee, if such review is deemed necessary. All decisions of the associate provost and the Academic Policies Appeals Committee will be final.
6. All violations of the academic honesty policy become part of a student's educational record. More than one violation may result in suspension for the remainder of the current term, or for a longer period, depending on the nature of the violations.

Schedule and weekly learning contents

The schedule is tentative and subject to change. Listed under each week's topic are the main questions we will consider.

Week 01, 09/05 - 09/09: Introduction and course overview

Week 02, 09/12 - 09/16: Scope of the problem

- What is climate change?
- What and/or who causes climate change?
- How might climate change be a political problem?

Week 03, 09/19 - 09/23: The international system and climate politics

- What is sovereignty?
- How has the international system of sovereign states, and its underlying rationale, affected humanity's responses to climate change?
- How might nation-states define and protect their national interests in the context of climate change?
- How have nation-states sought to govern climate change from the "top down" and from the "bottom up"?

Week 04, 09/26 - 09/30: The shortcomings of international institutions

- What are the origin of the UNFCCC? How was it designed?
- What are the key features of the Kyoto Protocol and the Paris Agreement? How are they similar and different?
- How should we evaluate the democracy, legitimacy, and efficacy of the global climate change governance institutions?

Week 05, 10/03 - 10/07: Domestic politics: United States and China

- How has the United States governed climate change. What explains climate change politics in the United States?
- How has China governed climate change. What explains climate change politics in China?
- What is similar and what is different about American and Chinese climate change politics? What explains those similarities and differences?

Week 06, 10/10 - 10/14: Global North, Global South, and the divide

- Describe how the European Union and its member states have governed climate change. What explains climate change politics in Europe?
- Describe how India and Brazil have governed climate change. What explains their climate change politics?
- Compare and contrast climate governance in small-island states and oil-rich states. What explains their climate change politics?
- How are perceptions of national interests significant for climate governance? Give examples from several Northern and Southern nation-states.

Week 07, 10/17 - 10/21: The human nature and climate change

- How and to what extent are the growth and size of human population important for climate governance?
- What roles do material consumption and economic growth play in climate change and its governance?
- How have global overconsumption and the emergence of the “neoconsumers” influenced climate change and its governance?

Week 08, 10/24 - 10/28: *Midterm exam*

Week 09, 10/31 - 11/04: Solutions: mitigation

- What is mitigation?
- Who should be responsible for mitigation? Where does resistance to mitigate emissions come from?
- What societal groups may be disproportionately affected by mitigation efforts?

Week 10, 11/07 - 11/11: Solutions: market mechanism

- What is carbon trade?
- What is the UN REDD+ program?
- How do these market-based mechanism affect different people groups? Why are they sometimes considered “false solutions?”

Week 11, 11/14 - 11/18: Solutions: adaptation

- What is adaptation?
- What are the existing adaptive mechanisms around the world? What are the limitations to adaptation?

Week 12, 11/21 - 11/25: Individual efforts: do they matter? *Thanksgiving*

Week 13, 11/28 - 12/02: Climate negotiation simulation

Week 14, 12/05 - 12/09: Climate negotiation simulation and final project presentation

Week 15, 12/12 - 12/16: *Final exam: 12/13, 1-3 pm.*

University Policies

Accommodations for Religious Observances

In accord with SSB 5166, Whitworth University accommodates student absences, for up to two days per academic year, for reasons of faith or conscience, or for an organized activity conducted under the auspices of a religious denomination, church, or religious organization. Written notice and request for accommodation must be given within the first two weeks of the beginning of the course and provide specific dates the student requests accommodation. Faculty will work with such students to reach mutual agreement about the terms of the accommodation. Grievances about a failure to accommodate should be directed to the Associate Provost.

Accommodations (ADA/504)

Whitworth University is committed to providing its students access to education. If you have a documented physical or mental/psychological impairment that impacts your ability to learn and perform to your potential in the classroom, contact the Office of Educational Support Services (ESS) in Student Life to identify accommodations that can help mitigate barriers to your success. Students must contact ESS each term in order for faculty/staff to be notified of your accommodations. Services are not retroactive.

To request accommodation, fill out an application on the ESS webpage:

<https://www.whitworth.edu/cms/administration/educational-support-services/>

Contact Information

Katie McCray, Coordinator for Educational Support Services

Phone: 509.777.3380

Email: kmccray@whitworth.edu

Title IX

Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the Title IX Coordinator, Rhosetta Rhodes. The Title IX Coordinator will make the student aware of all options and resources available to them under Whitworth University policies and under the law.

There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include counselors in Counseling Services, health center staff, and any of the university chaplains on the staff of Campus Ministries.

Contact Information

Rhosetta Rhodes, Title IX Coordinator, Vice President for Student Life and Dean of Students

Phone: 509.777.4536; Email: titleixcoordinator@whitworth.edu

Counseling Center: 509-777-3259; Schumacher Hall

Campus Ministries: 509-777-4345; Beeksma Family Theology Center

Health Center: 509-777-3259; Schumacher Hall

Non-discrimination

Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age, or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

Fair and equitable treatment

Whitworth University professors strive to treat all students fairly and equitably, applying the same rigorous standards and expectations to each of our students and working to invite students from all backgrounds into the challenges and rewards of our academic disciplines. Students who have concerns about classroom fairness should contact Associate Provost Brooke Kiener, McEachran Hall 220, 509.777.4657, bkiener@whitworth.edu.

Safety Information

Whitworth University cares about your welfare in the event of an emergency. During the first week of this course, please familiarize yourself with safety information posted in this classroom. Please visit <https://www.whitworth.edu/generalinformation/healthsafety/index.htm> if you have further questions.

Classroom Behavior (from the 2020-2021 catalog)

Students and faculty are expected to demonstrate civility, understanding and mutual respect. Disruptive classroom behavior will not be tolerated. Disruptive behavior may include, but is not limited to, threatening or abusive language or behavior, making unreasonable demands on faculty for time and attention, erratic and/or irrational behavior, continually speaking without being recognized, other verbal or behavioral expressions that interfere with the classroom environment, bringing unregistered persons to class without the permission of the instructor, and persistent disruptions including inappropriate computer use, ringing of electronic devices, etc. If a student exhibits disruptive classroom behavior, the faculty member should confront the student, clearly identify the disruptive behavior, and require that the behavior cease. A faculty member may at any time remove a student from the classroom for disruptive behavior. A faculty member, in consultation with the department chair or program director, may develop a classroom behavioral contract outlining expectations and consequences for a student who does not meet expectations, or may refer a disruptive student to the associate provost for instruction.

The associate provost will meet with any student who is referred, or who continues to disrupt the learning environment. Students may be placed on behavioral probation or suspension based on the nature of the disruption. Behavioral suspension may include suspension from one or more classes for the duration of the current term or for a longer period.