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# Seminar in International Relations: Politics of Climate Change

**Course Number:** GVPT 409O

**Term:** Fall 2023

**Course Times:** Wednesday, 2-4:45pm

**Course Location:** TYD 2111

**Professor:** Dr. Jennifer Hadden

**Pronouns:** She/her/hers

**Email:** jhadden1@umd.edu

**Office Hours:** Wed 11-12pm

# Course Description

# Most scientists believe that we need to take immediate action to avoid dangerous climate change. But, so far, international and domestic policy has not met this challenge. The goal of this course is to help you can a critical understanding of how climate policy is made, and how it can be improved. We will ask: why have political actors found it so difficult to adopt an effective response to climate change? What would that response look like? This seminar surveys the political and normative challenges posed by climate change, drawing on scholarly research, policy texts, and popular media accounts. We will pay particular attention to the multi-level nature of climate policy-making, examining the interaction between political processes in sub-national, national, and international arenas.

# Course Objectives

After successfully completing this course you will be able to:

* Analyze research and policy arguments regarding the climate change problem;
* Evaluate potential solutions to the climate change problem;
* Formulate recommendations for policy action based on scientific evidence, logical reasoning, and individual judgment.

# Required Resources

The following resources are required for class:

* Course Website: [elms.umd.edu](http://www.elms.umd.edu/)
* Perusall Course Website: [www.perusall.com](http://www.perusall.com)
  + Required readings will be posted on the Perusall website.
  + Students are required to rent through Perusall: Maslin, Mark. 2014. Climate Change: A Very Short Introduction. New York: Oxford University Press.

# Course Structure

The course meets in person once per week. In a typical course session will be combine both lecture and hands-on activities. You will be required to complete readings and assignments outside of class to prepare for these sessions.

Discussing the causes and implications of climate change can be difficult. You may sometimes feel uncomfortable or upset by the material in this course. Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is strongly encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

As a human, behavior-centered discipline, we value a strong understanding of

diversity. Diversity refers to differences in race, ethnicity, culture, gender, sexual

orientation, religion, age, abilities, class, nationality, and other factors. The Department

of Government at the University of Maryland is committed to creating a respectful and

affirming climate in which all students, staff, and faculty are inspired to achieve their

full potential.

# Course Requirements

**Attendance and Participation**

* Given the interactive style of this seminar, attendance will be crucial to your performance in this class. Attendance is particularly important also because class discussion will be a critical component for your learning.
* Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every live session.
* Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
* Students who miss a live session are responsible for learning what they miss from that session.
* Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

**Policy on Excused Absences related to COVID-19**

In light of the COVID-19 epidemic, self-certified notes will serve as documentation for COVID-19 related absences or missed course expectations. This means that students do not need a note signed by a doctor or other health professional for COVID-19 related absences.  
  
In the event that students cannot complete the regular course assessments due to COVID-19 related absences, faculty can suggest alternative assignments for students to make up missing work and complete the course. According to university policy, these alternative assignments are permitted and cannot be the basis for an Arbitrary and Capricious grading claim.

**Canvas**

We will be using Canvas every week. The site is available at: [www.elms.umd.edu](http://www.elms.umd.edu/) . You must make sure you are enrolled in our course - please let me know if you have any problems. I will be posting documents, schedule revisions, and other important information on Canvas. Please make sure that you are signed up to receive notifications from ELMS.

**Assignments**

You will be required to complete a number of graded assignments. These assignments are briefly described below and will be detailed in class.

**Office Hours**

I will be holding office hours via Zoom or in person on Wednesdays from 11-12pm. Please sign up in advance by emailing me. If you are having difficulty with the course or need to discuss particular assignments or accommodations you might require, I am happy to meet with you during this time. I am also happy to reply to questions via email.

# Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

* Academic integrity
* Student and instructor conduct
* Accessibility and accommodations
* Attendance and excused absences
* Grades and appeals
* Copyright and intellectual property

Please visit [www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html) for the Office of Undergraduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

Course-Specific Policies

## Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu/) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

## Communication with Instructor:

## Email: If you need to reach out and communicate with me, please email me at jhadden1@umd.edu. While I will do my best to reply to emails within 24 hours, I often do not have access to email over the weekends. Please plan accordingly, especially around times when we have assignments due.

ELMS: I will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

## Communication with Peers:

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

**Reporting Racism and Other Forms of Hate and Bias:**

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment. Please report the experience to the instructor and/or report all incidents of hate and bias to the Office of Diversity and Inclusion at https://www.diversity.umd.edu/hbrp/.

# Major Assignments

## Perusall Reading

* You will be asked to complete your regular reading through a social e-reader called “Perusall.” Perusall allows you to post questions and reactions to the text that others can read. I will review your questions and comments before class. Perusall automatically generates engagement scores which I will review and will become a component of your grade.

**Film Responses**

* We will be watching two documentary films in this class that cover critical aspects of climate politics. You will be asked to write two brief responses in connection to a prompt.

**Policy Memos**

* You will complete three short policy memos to complement our simulations and exercises throughout the course.

## Participation & Engagement

* Our live sessions will structured around activities and discussion in breakout groups. It is my expectation that you will engage with your peers in these settings. I will periodically “drop in” to these groups to monitor your discussion and answer questions. You will be graded on your participation in these sessions.

## Final Portfolios

* For this assignment, you will be asked to package your previous assignments in this class as a portfolio of options to address climate change. Your portfolio will include: a) a revised version of at least two of your previous assignments b) a cover letter that explicitly addresses how your preferred solutions reduce emissions and/or tackle equity issues.

# Grading Structure

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| --- | --- |
| **Assignment** | **Percentage %** |
| **Perusall Reading** | **25%** |
| **Participation/Engagement** | **15%** |
| **Film Response Essays** | **15%** |
| **Memos** | **35%** |
| **Final Portfolio** | **10%** |
| **Total** | **100%** |

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## Academic Integrity

The University's [**Code of Academic Integrity**](https://president.umd.edu/sites/president.umd.edu/files/files/documents/policies/III-100A.pdf) is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, BSOS does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path.

It is important to note that course assistance websites, such as CourseHero, are not permitted sources, unless the instructor explicitly gives permission for you to use one of these sites. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc.

Please visit the [**Office of Undergraduate Studies’ full list of campus-wide policies**](http://www.ugst.umd.edu/courserelatedpolicies.html) and follow up with me if you have questions.

To help you avoid unintentional violations, ***the following table*** lists levels of collaboration that are acceptable for each type of assignment. If you ever feel pressured to comply with someone else’s academic integrity violation, please reach out to me straight away. Also, ***if you are ever unclear*** about acceptable levels of collaboration, ***please ask***!

The following table lists levels of collaboration that are acceptable for each type of graded exercise. See each CANVAS-ELMS page for academic integrity expectations for each individual assignment. If you are ever unsure about acceptable levels of collaboration, please ask!

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| --- | --- | --- | --- | --- | --- |
|  | https://lh3.googleusercontent.com/3faekRU_zwH2Ac42bwsQYRNNNjrdWquKd1m9uIbB-JZWQYtEtNIHSj8EvykUr7Vlxrh3itlegOrK31AGVef7O2s_FBIAcCG4sGGWNekpCngXZRDYaOTT0AoIDb9_jP9Y1dm0h87v | https://lh4.googleusercontent.com/1FRZNjJD2hDKYJDaLwHzuGsCWDLo5fR4rHcNLXhH4mqCIWzBvh0wE1wwUdff97aUjRHYoFmSDh_wiSG32wb_znPFf_32BxtfIIxsxW9JiJP4h2ySDcuP6l9q5MH7t-C4J-BMTsUn | https://lh6.googleusercontent.com/YA0XRTf-lepX827N3ghXHxEBffUQsdPwV9Se0lQZPkFq3TDcnRBmVtpwvFhpoIOiMOyD0IEBWVk9hWGAKs-detD23MD-reTdVm2z3ipC1pRzFQ3-SKpUnF0EwAgB9GjI8RY50pZo | https://lh6.googleusercontent.com/QvLf0IG6a4rjwVRZLumeamSqQisu3Z1IsO2SKD3KZw-668-y0NamP0gJLdWuRTqKSqQ3JHTYgw34BrMEIeE46F_yiHM9gW_GMRIvaH-P-P1GW_8cQJhP9ya-VgnRoXql7KK5DZIi | https://lh6.googleusercontent.com/lNXxEo3q-OVtLFNWpKFjbUCbyN9rcPKeCUVv2Nwiga6CyDp1GXrUA4bdEbICMi-q_BtDcQIrBUmduIw6v_y0zyuN1TuverfZUaSNsOz6_VWXWD-cqV3JoUWfM75rcGh-1kcIX79X |
| Perusall Reading | ✔ | ✔ | ✔ | 🗶 | 🗶 |
| Quizzes | ✔ | ✔ | 🗶 | 🗶 | 🗶 |
| Film Response Essays | ✔ | ✔ | ✔ | 🗶 | 🗶 |
| In-Class Work and Exercises | ✔ | ✔ | ✔ | ✔ | ✔ |
| Final Portfolio | ✔ | ✔ | ✔ | 🗶 | 🗶 |

## Grades

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Final Grade Cutoffs** | | | | | | | | | |
| + | 97.00% | + | 87.00% | + | 77.00% | + | 67.00% | + |  |
| A | 94.00% | B | 84.00% | C | 74.00% | D | 64.00% | F | <60.0% |
| - | 90.00% | - | 80.00% | - | 70.00% | - | 60.00% | - |  |

## Course Outline

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| --- | --- |
| Aug 30 | * Introduction: Logistics and Meet & Greet |
| Sep 6 | * Science of Climate Change I: Causes |
| Sep 13 | * Science of Climate Change II: Consequences |
| Sep 20 | * The Drawdown ProposalSimulation |
| Sep 27 | * The Precedent of Ozone |
| Oct 4 | * Film Screening: Shattered Sky **MEMO 1 DUE** |
| Oct 11 | * Climate Justice **FILM REPONSE 1 DUE** |
| Oct 18 | * Climate Negotiation History |
| Oct 25 | * Film Screening: The Island President |
| Nov 1 | * Climate Negotiation History |
| Nov 8 | * Climate Negotiation Simulation **FILM 2 RESPONSE DUE** |
| Nov 15 | * Public Opinion on Climate Change |
| Nov 22 | * World Energy Simulation **MEMO 2 DUE** |
| Nov 29 | * Climate Adaptation and Geoengineering |
| Dec 6 | * Conclusions: A Path Forward? **MEMO 3 DUE** |
| Dec 19 | * **Final Portfolio Due on Canvas by 1:30pm** |

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

# Resources & Accommodations

## Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [**Accessibility & Disability Service (ADS)**](https://www.counseling.umd.edu/ads/) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at [**adsfrontdesk@umd.edu**](mailto:adsfrontdesk@umd.edu). Information about [**sharing your accommodations with instructors**](https://www.counseling.umd.edu/ads/accommodations/sharingwithinstructors/), [**note taking assistance**](https://www.counseling.umd.edu/ads/notetaking/) and more is available from the [**Counseling Center**](http://counseling.umd.edu/ads/).

## Student Resources and Services

Taking personal responsibility for you own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [**UMD’s Student Academic Support Services website**](http://tutoring.umd.edu) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting [**UMD’s Writing Center**](http://www.english.umd.edu/academics/writingcenter/schedule) and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need ([**UMD’s Student Resources and Services website**](https://sph.umd.edu/content/student-resources-and-services) may help). If you feel it would be helpful to have someone to talk to, visit [**UMD’s Counseling Center**](https://www.counseling.umd.edu/) or [**one of the many other mental health resources on campus**](https://tltc.umd.edu/supporting-whole-student).

## Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [**UMD’s Division of Student Affairs website**](https://studentaffairs.umd.edu/basic-needs-security) for information about resources the campus offers you and let me know if I can help in any way.

## Netiquette Policy

Netiquette is the social code of online classes. Students share a responsibility for the course’s learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

## Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the [**Course Eval UM website**](https://www.courseevalum.umd.edu/) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

## Copyright Notice

Course materials are copyrighted and may not be reproduced for anything other than personal use without written permission.

**Weekly Reading**

This is a preview of our weekly reading. Please check our ELMS website for the most up-to-date version. This syllabus will not be updated with the latest readings. All reading assigned for Wednesday must be completed in Perusall by Tuesday at 12pm.

**Aug 30: Course Logistics and Introduction**

* Access ELMS website, read syllabus
* Create an account on Perusall
* Complete Padlet post

**Sept 6: Science of Climate Change I: Causes**

* Maslin, Chapters 1, 3 and 4

**Sept 13: Science of Climate Change II: Consequences**

* Maslin, Chapters 5, 6, and 8

**Sept 20: The Drawdown Proposal Simulation**

* Project Drawdown, “The Science Behind the Roadmap” <https://www.youtube.com/watch?v=f4gW8LA-OFI&ab_channel=ProjectDrawdown>
* Read all solutions in your selected sector: <http://www.drawdown.org/solutions>

**Sept 27: The Precedent of Ozone**

* Sprinz and Vaahtoranta. 1994. “An Interest-Based Explanation of International Environmental Policy.” **Read only pg. 77-81, 86-95**
* McKenna, Phil. 2019. “What’s Keeping Trump from Ratifying a Climate Treaty Even Republicans Support?” <https://insideclimatenews.org/news/12022019/kigali-amendment-trump-ratify-hfcs-short-lived-climate-pollutant-republican-business-support-montreal-protocol/>

**October 4: Film Screening**

* Access the film *Shattered Sky* on ELMS

**October 11: Climate Justice**

* Gardiner, Stephen. “A Perfect Moral Storm: Climate Change, Intergenerational Ethics, and the Problem of Moral Corruption.”
* Sultana, Farhana. “Critical Climate Justice”

**October 18: Climate Negotiation History**

* Chasek et al., p. 151-173
* Skim the Kyoto Protocol. <https://unfccc.int/resource/docs/convkp/kpeng.pdf>
* Prins, Gwyn and Steven Rayner. 2007. “Time to Ditch Kyoto.” *Nature* 449(25): 973-975. \

**October 25: Film Screening**

* Access *The Island President* on ELMS

**Nov 1: Climate Negotiation History**

* Bali Principles of Climate Justice: <https://www.iicat.org/wp-content/uploads/2012/03/Bali-Princioples-of-Climate-Justice.pdf>
* Allan, Jennifer. 2019. “Dangerous Incrementalism of the Paris Agreement.” *Global Environmental Politics*.

**Nov 8: Climate Negotiation Simulation**

* Read country briefs and background documents (to be distributed)

**Nov 15: Public Opinion**

* Brulle et al., “Shifting Public Opinion on Climate Change: An Empirical Assessment of Factors Influencing Concern over Climate Change in the U.S., 2002-2010.”
* Kahan, “Why We are Poles Apart on Climate Change”
* Ballew et al., “Which Racial/Ethnic groups care most about climate change?” <https://climatecommunication.yale.edu/publications/race-and-climate-change/>
* Ballew et al., “Does socioeconomic status influence the political divide on climate change?” <https://climatecommunication.yale.edu/publications/ses-and-political-divide/>

**Nov 22: World Energy Simulation**

# Read training material: <https://docs.climateinteractive.org/projects/en-roads/en/latest/>

# Watch background video on the simulator: <https://www.youtube.com/watch?v=Py_qIgcZxKg&ab_channel=ClimateInteractive>

**Nov 29: Climate Adaptation, Finance, and Geoengineering**

* Lai, et al. “Climate Justice for Small Island Developing States: Identifying Appropriate International Financing Mechanisms for Loss and Damage.”
* Schipper, “Maladaptation: When Adaptation to Climate Change Goes Very Wrong.”
* Explore University of Notre Dame’s Global Adaptation Initiative Country Index: <https://gain.nd.edu/our-work/country-index/>
* Victor, et al. “The Geoengineering Option: A Last Resort Against Global Warming?”

**Dec 6: Conclusions: A Path Forward?**

* Prepare Proposals

**Dec 19: Final Portfolios Due on Canvas by 1:30pm**