

GLOBAL CLIMATE CHANGE POLITICS

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Course description The course explores the international politics of climate change. Topics include: the causes and consequences of climate change, history of international discussions, recent UN negotiations and policy agreements, the policy positions of key countries and the global Green Shift to low-carbon development. We will focus on international negotiations and recent agreements that define the global response to the problem. Students will also learn about the domestic policies of major countries and gain a sense of the socioeconomic transformation towards a clean economy and low-carbon development. The course draws on the instructor's experience in UN diplomacy, as member of the European Union delegation in climate change negotiations.

Objectives and outcomes

The overarching goals are to

- 1) accumulate *factual knowledge* about the subject,
- 2) obtain *insight* about factors affecting climate politics, and
- 3) develop *practical skills* at problem solving and policymaking that can be applied in various professional contexts.

Specific objectives: By the end of this course, students will be able to:

1. Demonstrate knowledge of the climate problem and policy debates
2. Understand political, economic and social factors that shape policy responses;
3. Apply knowledge in discussions on climate policy, through classroom simulations of international negotiations;
4. Become better at efficient critical reading of complex texts, and assessing academic claims.

Students who pass the course with 90 or above, would be prepared to:

5. Participate on the Canadian delegation to UN climate conferences, and
6. Engage professionally in climate policymaking and multilateral negotiations.

Required readings

Readings include book chapters placed on Weldon library reserve and journal articles in electronic format on Sakai (<http://owl.uwo.ca>). Students need to complete the readings for each class period prior to class, and develop a grasp of the material sufficient to raise questions and engage in substantive class discussions.

ASSIGNMENTS

Simulation We will conduct a classroom simulation of international negotiations on global climate policy. Students will role-play diplomats representing state governments and will re-

negotiate the Paris agreement on climate change. We will follow UN diplomatic protocol of conduct and standard operating procedures. The simulation will be realistic and mimic closely the manner in which actual UN conferences are organized. The purpose is to learn experientially about diplomacy and encounter first-hand the obstacles to international cooperation on climate policy. Detailed instructions will be posted on OWL Sakai in the Simulation folder.

Exam The exam will consist of multiple-choice and short-answer questions. The latter will require straightforward answers and factual information from the readings and the lectures.

Research paper Students will write a research paper on “The Role of [country X] in Global Climate Politics.” Please choose a country and meet the instructor for approval before you begin the research. The paper should describe and analyze the policies and positions of your country of choice (or a coalition of countries such as AOSIS or the EU). Please cover both 1) their positions and stated policy preferences at the international negotiations, and 2) domestic policy developments related to climate and energy. The best papers will also illuminate factors that explain the described policy behavior of the country, as analyzed by the published academic literature. The paper should be no less than 3,000 words (including bibliography), single-spaced, font Times New Roman size 12, with 1-inch margins and page numbers. [See Appendix for additional guidelines.](#)

Please consider bringing a paper draft in hard copy to the instructor during office hours. This is an opportunity to receive verbal feedback that could help you improve the paper before you submit it.

Grade distribution

Participation	10 %
Simulation	30 %
Exam	30 %
Research paper	30 %

CONSULTATIONS

Office hours provide students with a valuable opportunity to discuss issues and deepen understanding of course material. I encourage you to talk to me throughout the year about course content and expectations. If you have special needs, medical or family emergencies, please let me know and we will make appropriate arrangements.

STUDENTS WITH DISABILITIES

The University of Western Ontario seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in this class, please give prior notice to the instructor to make arrangements for accommodations.

COURSE CALENDAR

JANUARY 8

INTRODUCTION

Scope and content of course, significance of topic and course expectations. What will I learn, why does it matter, and how difficult will it be?

1. Christiana Figueres et al., "Three years to safeguard our climate," *Nature* (June 29, 2017), pp. 593-97.
 2. Council of the European Union, Press release (June 19, 2017).
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JANUARY 15

THE PROBLEM OF CLIMATE CHANGE

3. IPCC (Intergovernmental Panel on Climate Change). 2018. Global Warming of 1.5 degrees C: Summary for policymakers.

4. US Global Change Research Project, "Climate change impacts in the United States."

JANUARY 22

HISTORY OF INTERNATIONAL DISCUSSIONS

5. Bert Metz, "Legacy of the Kyoto Protocol: a view from the policy world," *WIREs Climate Change* 2013(4): 151-158.

6. Dimitrov, Radoslav S. 2010. Inside UN Climate Change Negotiations: The Copenhagen Conference. *Review of Policy Research*, 27 (6): Focus on pages 806-817, skim the rest.

JANUARY 29

HISTORY AND POLICY DEBATES

7. Daniel Bodansky, "A Tale of Two Architectures," *Arizona State Law Journal* pp. 697-712.

8. Hugh Compston and Ian Bailey. 2014. Climate policy strength compared: China, the US, the EU, India, Russia and Japan. *Climate Policy* 16(2): 145-164.

FEBRUARY 5

ACTORS IN GLOBAL CLIMATE POLITICS

9. Sierra Student Coalition, “Key Stakeholder Groups for the UNFCCC,” International Climate Policy Brief.

10. Miranda Schreurs, “The Paris Agreement and the Three Largest Emitters: China, the United States and the European Union,” *Politics and Governance* (2016), pp. 219-223.

11. EU internal document: Country mapping. (This is a long document replete with details. Focus on key countries and skim the rest.)

Optional Antto Vihma, “India and the Global Climate Governance: Between Principles and Pragmatism,” *Journal of Environmental and Development* 20(1): 69-94.

FEBRUARY 12

FACTORS IN GLOBAL CLIMATE POLITICS**Research paper due**

12. Stephanie Bailer and Florian Weiler, “A Political Economy of Positions in Climate Change Negotiations,” *Review of International Organizations* (2014).

13. Jon Birger Skærseth, Guri Bang and Miranda Schreurs. 2013. Explaining growing policy differences between the US and the EU, *Global Environmental Politics* vol. 13, no. 4, pp. 61-80.

14. Katharina Rietig, “The Power of Strategy: Environmental NGO Influence in International Climate Negotiations,” *Global Governance* 22 (2016), pp. 269-288.

FEBRUARY 19

READING WEEK – NO CLASS

FEB. 26

POLICY CHANGE IN CLIMATE GOVERNANCE

15. Dubash, N.K., M. Hagemann, N. Höhne and P. Upadhyaya (2013), Developments in national climate change mitigation legislation and strategy, *Climate Policy*, **13**(6), 649–664.

16. Radoslav S. Dimitrov, “The politics of persuasion,” chapter in *Handbook of Global Environmental Politics* edited by Peter Dauvergne (Edward Elgar 2012), pp. 72-86.

MARCH 5

EXAM

MARCH 12

SIMULATION

17. Draft Paris Agreement

Re-visit 11. EU internal document.

Optional: Joanna Depledge, *The Organization of Global Negotiations* (London: Earthscan 2005), chapter 9, pp. 104-133.

MARCH 19

SIMULATION

18. EU long-term strategy: European Commission, “Clean Planet for All: A European strategic long-term vision for a prosperous, modern, competitive and climate-neutral economy” (November 28, 2018).

MARCH 26

SIMULATION

19. Laurent Fabius’ speech on the penultimate day in Paris. Fabius was French foreign minister and chairperson of the Paris conference.

TBD

APRIL 2

THE PARIS AGREEMENT ON CLIMATE CHANGE

20. Brun, Aslak. 2016. Conference Diplomacy: The Making of the Paris Agreement. *Politics and Governance* 4(3): 115-123.

21. Radoslav Dimitrov, “The Paris Agreement: Behind Closed Doors,” *Global Environmental Politics* 16:3 (August 2016).

Optional Treaty text: Paris Agreement on Climate Change (in OWL)

APRIL 9

THE FUTURE OF CLIMATE GOVERNANCE

22. Clémençon, Raymond 2016. “The Two Sides of the Paris Agreement: Dismal Failure or Historic Breakthrough?” *Journal of Environment and Development* 25(1): 3–24.

23. Niklas Höhne, Takeshi Kuramochi, Carsten Warnecke, Frauke Röser, Hanna Fekete, Markus Hagemann, Thomas Day, Ritika Tewari, Marie Kurdziel, Sebastian Sterl & Sofia Gonzales. 2017. The Paris Agreement: resolving the inconsistency between global goals and national contributions. *Climate policy* 17(1): 16-32.

24. Brian Deese, “Paris isn’t burning: Why the Paris Agreement will survive Trump,” *Foreign Affairs* July/August 2017.

RESEARCH PAPER GUIDELINES

Papers should be typed, single-spaced, font Times New Roman, size 12, with 1-inch margins on all four sides. Please insert page numbers. The papers are to be organized in sections with subtitles. A bibliographical list of sources that you have used and in-text references to each of these sources are required.

Evaluation criteria reflect the following components of an excellent research paper in social sciences:

- 1) **Clear central argument:** What is my overarching point?
- 2) **Logic of analysis:** a logical progression of analytical steps building the argument. What type of evidence do I need for a persuasive argument?
- 3) **Solid empirical support** for the argument(s) is of central importance. What are the facts that build my conclusion?
- 4) **Clear and visible structure:** introduction, subtitled sections following a logical progression, and conclusion. Dividing the paper in titled subsections is important.
- 5) **Style and language:** rich vocabulary, fluid readability, correct grammar and spelling, no colloquialisms or slang. Please make sure you know the difference between its and it's.
- 6) **Bibliographic support:** The research paper needs to draw on respected sources of information: books, journal articles, mainstream news outlets, government documents and official policy reports from international organizations. Plan on a minimum of six published books and/or journal articles.

References: At the end of your paper, please list ALL sources of information that you have used during your research. Please follow the format of the American Political Science Association Style Manual (available online). **In-text references:** When you present concrete information, please refer to the original source in parentheses. For published sources, indicate author's last name, year of publication, and page numbers (Keohane 2009, p. 24). Such reference should be provided after direct quotes (marked with quotation marks) and after specific factual information found elsewhere.

NO ENDNOTES PLEASE, just footnotes. References to Internet sources should be made in footnotes and include the website's name and exact Internet address. For instance: "Canada 'playing with numbers' on climate target claims," *The Guardian*, Sept. 5, 2012, at: <http://www.guardian.co.uk/environment/2012/sep/05/canada-carbon-emission-targets>

Below is a sample of the **evaluation sheet** you will receive with your graded research paper. The table displays the main aspects that will be evaluated.

	Research	Analysis	Writing	References
Excellent				
Good				
Satisfactory				
Inadequate				
MARK:				
COMMENTS:				

APPENDIX TO UNDERGRADUATE COURSE OUTLINES

DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar*

(<http://www.westerncalendar.uwo.ca/>)

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the

Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.