

Global Politics of Climate Change
POLS 3930-01
T & R 11:00-12:15, Tegeler Hall 102
Fall 2022

Contact Information

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Office hours T & R 12:30-1:30 (McGannon Hall 125) or on Zoom (contact me to schedule a meeting)

Course Description

Climate change is here. As countries across the globe come to terms with this new reality, it is more important than ever that we—as political scientists—study how best to both mitigate emissions and adapt to our warming world. Therefore, in this seminar-style course we will explore the various national policies and international efforts in place today to reduce the effects of climate change. We will also cover topics such as strategic games, natural disasters, public opinion, and more. Ultimately, by comparing climate policy successes (or failures) across various countries, students in the course will be able to write their own policy proposal for a country of their choice by the end of the semester.

Prerequisites: None.

Text: None (all readings will be posted on Canvas).

Course Goals

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

1. Summarize the most important climate issues, policies, and organizations from around the world.
2. Model the strategic concerns and norms involved in both domestic and international climate change cooperation.
3. Compare the costs and benefits of different climate policies and agreements, as well as the feasibility of their implementation.
4. Construct their own recommendations for what countries should do to combat climate change.

Grading

Grades in this course serve primarily to help you identify any gaps in your understanding. Moreover, your participation in the course will also be taken into consideration. Therefore, your final grade will be composed of both the grades received on assignments and a participation grade. Your assignments will include regular reading journals and a research paper (broken down into 3 components). The first half of your participation grade will be based on assignments you turn in that help facilitate participation: outlines for the class discussion you help lead (you will sign up for specific days in advance) and written peer reviews for workshops. The second half of your participation grade will take into account not only your contributions to class discussions and workshops (including the days you help lead discussions), but also the amount of effort you put into assignments as well as your general attendance and alertness. In this manner, I will look at your performance holistically when determining your final grade.

Assignments:

- Reading journals: 20%
- Participation: 30%
 - o Written outline (for days helping lead discussion) & peer feedback (for workshops): 15%

- Contributions, effort, attendance, etc. in class and workshops (including days you help lead discussions): 15%
- Research: 50%
 - Country-specific Literature Review
 - Draft (9/23)
 - Final (10/7): 10%
 - Policy-specific Literature Review
 - Draft (10/26)
 - Final (11/11): 10%
 - Policy proposal
 - Draft (12/2)
 - Final (12/16): 30%

Grade Distribution:

A+: 97-100
 A: 93-96
 A-: 90-92
 B+: 87-89
 B: 83-86
 B-: 80-82
 C+: 77-79
 C: 73-76
 C-: 70-72
 D+: 67-69
 D: 63-66
 D-: 60-62
 F: 0-59

Course Policies

- General
 - If you have academic accommodations, you need to provide me with appropriate documentation before the accommodations are used.
 - Avoid plagiarizing other authors' work. If I catch you plagiarizing, I must report you and subsequently cannot accept the plagiarized assignment you turned in.
 - If you are concerned or confused about a grade you receive, please talk to me and I will see whether I can give the points back. I will only return points if you successfully demonstrate to me that you did not deserve to lose those points. Ultimately, I will be generous with grading and consider many elements in the final grade.
- Absences and Late Work
 - You have 2 undocumented and unexcused absences that you may take without penalty. For documented illness, family emergencies, and religious holidays, you need to submit an explanation and any supporting documentation to me before the beginning of any given class you will miss. Regardless of the reason for your absence, you are responsible for turning in all work on time unless we make prior arrangements.
 - At the beginning of the course, you will be asked to choose days on which you will help guide the class discussion on the reading. If you can no longer help lead the discussion on

- your chosen day once the dates have been finalized, you must either switch with another student or let me know as soon as possible (with a documented reason for the excuse).
- You will be asked to turn in reading journals before every class discussion and 6 separate parts of your research paper (spread out through the course). Each reading journal must be submitted prior to the class period in which we discuss the reading, so any late reading journals will not be accepted. However, I will drop your 2 lowest reading journal grades, so you can miss 2 reading journals without penalty. As for the research paper components, you are expected to submit these assignments on time. For all such assignments, late submissions will be deducted by a letter grade per day late. To help you finish your papers on time, I will provide detailed feedback on drafts both in the form of comments on individual student papers and more general advice in class workshops. I also encourage students to meet with me in office hours throughout the semester!

Course Schedule

The following schedule lists the readings and/or assignments that are due each day, as well as what will be covered in class.

Introduction

Thurs, 8/25: Review syllabus

Tues, 8/30: What is a literature review?

- *Reading due:* Knopf, Jeffrey W. 2006. "Doing a literature review." PS: Political Science & Politics 39 (1): 127-132.

Thurs, 9/1: Mass of the Holy Spirit (NO CLASS)

Climate Change Around the World

Tues, 9/6: US climate change politics

- *Reading Due:* Urpelainen, Johannes, and Thijs Van de Graaf. 2018. "United States non-cooperation and the Paris agreement." Climate Policy 18 (7): 839-851.

Thurs, 9/8: European climate change politics

- *Reading Due:* Van Schaik, Louise, and Simon Schunz. 2012. "Explaining EU activism and impact in global climate politics: Is the Union a norm-or interest-driven actor?." JCMS: Journal of Common Market Studies 50 (1): 169-186.

Tues, 9/13: Climate change politics in newly industrialized countries

- *Reading Due:* Dubash, Navroz K., Radhika Khosla, Ulka Kelkar, and Sharachandra Lele. 2018. "India and climate change: Evolving ideas and increasing policy engagement." Annual Review of Environment and Resources 43: 395-424.

Thurs, 9/15: Climate change politics in developing countries

- *Reading Due:* Zimmer, Anne, Michael Jakob, and Jan Christoph Steckel. 2015. "What motivates Vietnam to strive for a low-carbon economy?—On the drivers of climate policy in a developing country." Energy for Sustainable Development 24: 19-32.

Climate Organizations

Tues, 9/20: Tragedy of the commons

- *Reading Due:* Dietz, Thomas, Elinor Ostrom, and Paul C. Stern. 2003. "The struggle to govern the commons." Science 302 (5652): 1907-1912.

Thurs, 9/22: Collective action problems

- *Reading Due:* Ostrom, Elinor. 2010. "Polycentric systems for coping with collective action and global environmental change." Global Justice: 423-430.

Fri, 9/23: COUNTRY-SPECIFIC LITERATURE REVIEW (FIRST DRAFT) DUE

Tues, 9/27: Workshop day

Thurs, 9/29: Regime complex

- *Reading Due:* Keohane, Robert O., and David G. Victor. 2011. "The regime complex for climate change." *Perspectives on Politics* 9 (1): 7-23.

Tues, 10/4: Climate agreements

- *Reading Due:* McAllister, Jordan H., and Keith E. Schnakenberg. 2021. "Designing the optimal international climate agreement with variability in commitments." *International Organization* 76 (2): 469-486.

Climate Policies

Thurs, 10/6: Environmentalism

- *Reading Due:* Leopold, Aldo. 1949. "The Land Ethic." *A Sand County Almanac*. 237-264.

Fri, 10/7: COUNTRY-SPECIFIC LITERATURE REVIEW (FINAL PAPER) DUE

Tues, 10/11: Mitigation policies

- *Reading Due:* Fekete, Hanna, et al. 2021. "A review of successful climate change mitigation policies in major emitting economies and the potential of global replication." *Renewable and Sustainable Energy Reviews* 137.

Thurs, 10/13: Adaptation policies

- *Reading Due:* Dupuis, Johann, and Peter Knoepfel. 2013. "The adaptation policy paradox: The implementation deficit of policies framed as climate change adaptation." *Ecology and Society* 18 (4).

Tues, 10/18: Climate change technologies

- *Reading Due:* Urban, Frauke. 2018. "China's rise: Challenging the North-South technology transfer paradigm for climate change mitigation and low carbon energy." *Energy Policy* 113: 320-330.

Climate Change and Crisis

Thurs, 10/20: Climate change (in)justice

- *Reading Due:* Robinson, Mary, and Tara Shine. 2018. "Achieving a climate justice pathway to 1.5 C." *Nature Climate Change* 8 (7): 564-569.

Tues, 10/25: Travel day (NO CLASS)

Wed, 10/26: POLICY-SPECIFIC LITERATURE REVIEW (FIRST DRAFT) DUE

Thurs, 10/27: Fall Break (NO CLASS)

Tues, 11/1: Workshop day

Thurs, 11/3: Climate change and violence

- *Reading Due:* Salehyan, Idean. 2008. "From climate change to conflict? No consensus yet." *Journal of Peace Research* 45 (3): 315-326.

Tues, 11/8: Election Day (NO CLASS)

Thurs, 11/10: Climate change and natural disasters

- *Reading Due:* McAllister, Jordan H. and Afiq bin Oslan. 2021. "Issue ownership and salience shocks: The electoral impact of Australian bushfires." *Electoral Studies* 74.

Fri, 11/11: POLICY-SPECIFIC LITERATURE REVIEW (FINAL PAPER) DUE

Tues, 11/15: Climate refugees

- *Reading Due:* Stanley, Samantha K., and Jessica Williamson. 2021. "Attitudes towards climate change aid and climate refugees in New Zealand: An exploration of policy support and ideological barriers." *Environmental Politics*: 1-22.

Climate Change and Society

Thurs, 11/17: The business of climate change

- *Reading Due:* Wright, Christopher, and Daniel Nyberg. 2017. "An inconvenient truth: How organizations translate climate change into business as usual." *Academy of Management Journal* 60 (5): 1633-1661.

Tues, 11/22: Travel day (NO CLASS)

Thurs, 11/24: Thanksgiving Break (NO CLASS)

Tues, 11/29: Climate change and public opinion

- *Reading Due:* Bergquist, Magnus, Andreas Nilsson, Niklas Haring, and Sverker C. Jagers. 2022. "Meta-analyses of fifteen determinants of public opinion about climate change taxes and laws." *Nature Climate Change* 12 (3): 235-240.

Thurs, 12/1: Climate change and political psychology

- *Reading Due:* Nielsen, Kristian S., Susan Clayton, Paul C. Stern, Thomas Dietz, Stuart Capstick, and Lorraine Whitmarsh. 2021. "How psychology can help limit climate change." *American Psychologist* 76 (1): 130.

Fri, 12/2: RESEARCH PAPER (FIRST DRAFT) DUE

Tues, 12/6: Workshop day

Thurs, 12/8: The future of climate politics?

- *Reading Due:* Keohane, Robert O. 2015. "The global politics of climate change: Challenge for political science." *PS: Political Science & Politics* 48 (1): 19-26.

Tues, 12/13: Finals week (NO CLASS)

Thurs, 12/15: Finals week (NO CLASS)

Fri, 12/16: RESEARCH PAPER (FINAL PAPER) DUE

Reading Journals (20%)

These journals are designed to make you carefully read and analyze each reading before we discuss it as a class. Although you will only be asked to help lead the discussions on your assigned days, you will always be expected to complete the readings on time and come to class prepared to discuss. Therefore, you will turn in a reading journal on Canvas before each class period (unless you are helping lead the discussion or we have a workshop day). In reading journals, you will be asked to first summarize the reading and then reflect on how the reading relates to other class readings, your own life, etc. You can even criticize or defend the reading if you feel strongly about it! Just be sure to only include your own thoughts. Then they should end with a question, either about something that confused you or something you would like to discuss further in class. Each journal should be at least 300 words. Reading journals will receive full credit if all the necessary elements are there and it is clear you read the article.

Participation (30%)

15% of your participation grade will be determined by the written components of your participation in the course, including the outlines for the class discussions on the days you signed up in advance to help lead, as well as the written peer feedback you provide in workshops. "Leading" class discussion means you will need to not only look over the reading in advance, but also prepare a short summary of, critiques or defenses of, and questions related to the reading. This material should be in written form and will be submitted to me before class (this will replace your reading journal for that day). And for workshops, you will be assigned a partner's draft to review and offer feedback on; you will then be paired with your partner for part of the workshop to discuss your comments. These comments should be in written form and will be submitted to me before each workshop (this will be instead of a reading journal). The remaining 15% of your participation grade will be made up of your contributions to classroom discussions and workshops (including driving discussion on the days you help lead), how much effort was evident in your work, and how attentive you were in class.

Research (50%)

For this research project, you will be acting as a policy consultant to a country of your choice. After looking into the climate situation in that country as well as the various policy options available, you will be responsible for writing a paper that reviews the previous research as well as recommends a policy (or set of policies) for the country to adopt. In writing this paper, you will have 3 components (and various drafts) due before you turn in the final paper at the end of the course. These are meant to help you write the full paper, while giving you opportunities to receive feedback throughout the semester.

I. Country-specific literature review (10%, due 9/23 [draft] & 10/7 [final])

For the first component, you will be responsible for locating at least 5 academic or other quality sources that speak to climate issues in the country of your choice. After identifying your sources, you must then summarize them in a cohesive manner. Try to form paragraphs around common ideas throughout the sources (citing them as needed), rather than summarizing each source in turn. Ultimately, this literature review should help you build your argument for the final paper, so use this first component to get a better idea of where you want to go in your paper. It should be between 3-4 pages.

Country-specific Literature Review Grading Rubric

10 points	Satisfactory	Unsatisfactory
Sources		
correctly and systematically cites all sources used	2	1
uses at least 5 quality sources	2	1
Review		
cohesively summarizes the existing literature (categorized by ideas)	2	1
draft is at least 3 pages (but no more than 4) and contains sufficient detail and explanation	2	1
quality of writing is high and paper contains no more than a few spelling or grammar errors	2	1

II. Policy-specific literature review (10%, due 10/26 [draft] & 11/11 [final])

For the second component, you will again be responsible for locating at least 5 academic or other quality sources that describe the particular policies (2-4) that you wish to consider. After identifying your sources, you must then summarize them in a cohesive manner. Try to form paragraphs around common ideas throughout the sources (citing them as needed), rather than summarizing each source in turn. Ultimately, this second literature review should help you fine-tune the direction for your final paper and start to plan what your ultimate proposal will be. It should be between 3-4 pages.

Policy-specific Literature Review Grading Rubric

10 points	Satisfactory	Unsatisfactory
Sources		
correctly and systematically cites all sources used	2	1
uses at least 5 quality sources	2	1
Review		
cohesively summarizes the existing literature (categorized by ideas)	2	1

draft is at least 3 pages (but no more than 4) and contains sufficient detail and explanation	2	1
quality of writing is high and paper contains no more than a few spelling or grammar errors	2	1

III. Policy Proposal (30%, due 12/2 [draft] & 12/16 [final])

The third component will build off the previous assignments you turned in. For the draft, you will first need to combine both literature reviews and condense what they say into a single 2-3 page literature review. Then you will need to transition from these previous works to write your own recommendation for what policy or policies the country of your choice should enact, and why. This involves describing the policy and how it would be implemented, as well as explaining its effectiveness against climate change and suitability for the country you chose. This second portion should make up the second half of your paper (so again, 2-3 pages). The two portions (literature review and policy recommendation) should be connected, so ensure that your literature review helps set up your argument. Then for your final paper, you will need to edit based on the feedback received from me (on previous drafts) and in class (in workshops). More so than in your first draft, this version of the paper needs to be cohesive and form a strong case for the policy or policies you chose. And unlike your first draft, this paper should only be up to 5 pages maximum (as policy briefs tend to be short and to-the-point). So it is important that you are able to condense all of the most important details from your previous drafts and weave them into a consistent, persuasive narrative.

Policy Proposal Grading Rubric

30 points	Outstanding	Proficient	Needs Improvement
Sources			
correctly cites at least 10 quality sources	3	2	1
Content			
has a sufficiently deep literature review that includes details about both the country's issues and policies in question	3	2	1
literature review helps set up the policy recommendation (builds argument throughout)	3	2	1
has a sufficiently deep policy recommendation that describes the recommended policy and how it would be implemented	3	2	1
explains why policy recommendation is effective against climate change and is suitable for the country	3	2	1
Quality			
quality of writing is high and paper contains no more than a few spelling or grammar errors	3	2	1
paper is cohesive and the argument is consistent	3	2	1
paper is strong and the argument is persuasive	3	2	1
condenses material into 5 pages maximum	3	2	1

University-wide Policies and Resources

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:

https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student’s eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor’s official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU’s Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU’s Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse->

[services.com/slu](https://www.slu.edu/about/safety/sexual-assault-resources/index.php). To view SLU's policies, and for resources, please visit the following web addresses:
<https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

Face Masks

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
 - dismissal from the course(s)
 - removal from campus housing (if applicable)
 - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

ADA Accommodations for Face Mask Requirements:

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

In-person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any [potential COVID-19 symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences.