SYLLABUS

University of Toronto, Scarborough
Department of Physical and Environmental Sciences
EES1134H Climate Change Policy
FS 2017
Wednesdays: 12.00 p.m. – 2.00 p.m.
Location: Room IC #320

Instructor: Dr. Erich Vogt
erich.vogt@utoronto.ca
TA: Vidya Anderson
vidya.anderson@mail.utoronto.ca
Office hours: Wednesday, 2.30 – 4.00 p.m., by appointment
Room: EV 344

COURSE DESCRIPTION
Among the many developmental and environmental challenges humankind faces, climate change is arguably the most complex ever encountered. It exacerbates continuing and widespread environmental degradation and social marginalization: the loss of forests, biodiversity, and species; water and fisheries shortages; and, as a consequence, adverse health impacts. Taken together, these negatives deepen vulnerabilities, erode development gains made, and seriously undermine prospects for sustainable and equitable development.

Developing adequate policy responses have proven to be a difficult task in the past two decades, and the recently concluded Paris Climate Change Agreement and countries’ INDCs are insufficient to holding the increase in the global average temperature to well below 2 °C above pre-industrial levels and to pursue efforts to limit the temperature increase to 1.5 °C above pre-industrial levels.

While the Paris Climate Change Agreement was not the success hard-charging climate scientists and practitioners hoped for, there was agreement across the political aisles that the fight against climate change no longer suffers the double-
disease of ‘quantité négligeable’ and ‘benign neglect’. Money will be made available in the hundreds of billion dollars – annually.

With this increase in attention and commitments, it now matters where and how these monies are being generated and managed. There is an urgent need for a critical review of the existing climate change policy architecture and a sober preview of the emerging new climate change financial architecture and the institutions leveraging money and power. The stakes were never higher. The international community cannot afford to get it wrong.

COURSE RATIONALE
This course is designed to introduce science students to the intricate field of climate change policy making. The fundamental question that this course will try to answer is: Why in the face of undisputable scientific evidence and almost universal acknowledgement from political leaders, the international community’s policy response has been so ineffective at both, the international and, in most cases, the national level? In the context of climate policy it is important to understand why an issue that has de facto universal support of the international climate science community human-induced climate change has been become so politicized and contested for more than two decades

COURSE OBJECTIVES
Students who successfully complete this course should be able to:

- understand how climate change policy is made at different levels of governance (international, national, subnational)
- appreciate the major factors influencing climate change policy processes
- grasp and explain the differences between different policy and climate change financing instruments
- critically assess policy and political decision-making documents in order to analyze the roles that various policy actors and political decision makers and stakeholders have in shaping and influencing climate policy
- have a working understanding of the causes and implications of a range of global, regional, national and sub-national climate change challenges and of different forms of response
• comprehend the role of the global political – and energy - economy, state systems and civil society in exacerbating and/or mitigating climate change problems
• articulate the difference in perspectives of developed and developing countries and understand tensions between climate change and development
• appreciate the ethical dimensions inherent in the climate change predicament.

COURSE FRAMEWORK AND FORMAT
Weekly classes will include lectures, in-class discussions, and group presentations.

Overall, the course will try to provide an introductory, but comprehensive approach to climate change policy, and will draw on both domestic and international examples and case studies, which will be illustrated with both failing and successful climate change policies.

The instructor reserves the right to ‘switch gear’ or shift the focus of class sessions to respond to emerging climate change and environmental issues on the global and local political horizons. The course outline is therefore primarily indicative of the range of subjects that we can expect to cover. It is not ‘hammered in stone’.

There will be a limited ‘laptop use’ policy while class is in session which will be explained on September 13th.

Students are very much encouraged to meet with the instructor during office hours. Please make an appointment as early as possible. Emails are normally responded to within 48 hours. The instructor does not respond to emails during weekends or on public holidays.

LEARNING STRATEGIES AND CULTURE
Participation and sharing knowledge are two of the guiding principles of the course. These are complemented by both contributing to and ensuring a non-threatening and enabling learning environment. There will be zero tolerance for physical, verbal or relational aggression. Instructor and students alike recognize that we all have unique, albeit diverse insights, knowledge and experiences with regard to the course’s themes, and that, therefore, it is imperative that everyone
is sensitive to and respectful of the contributions of others. Both the instructor and students are committed to actively contribute to a safe class environment without unpleasant language. They are also committed to ensure that every comment, perspective and question is treated with respect.

Students will be exposed to the controversial aspects of the policies, practices and politics of climate change, and the inherent contradictions and interests that often work against or are at odds with international cooperation and concerted action.

Drawing on both official and informal studies and field work from around the world and diverse sources, academic papers, news accounts and editorial pages of journals and newspapers, major negotiation conferences and informal meetings, as well as the insights of leading thinkers and thinking leaders in both the developing and developed worlds, the course will foster ‘deep’ learning (as opposed to ‘strategic’ learning), creative thinking, collaborative learning and critical debate. Lectures and discussions will also delve into the primary topic for the week, covering theoretical and analytical issues as well as substantive questions raised in the readings. Students are encouraged to ask probing questions and offer comments, however tentative, in class.

**MAIN TEXTS**
Most of the readings can be accessed via links provided in the syllabus or through Blackboard; other readings are on (e-) reserve in UTS’s Library. A selection of books has been ordered through the University of Toronto Scarborough’s Bookstore.

**COURSE ASSIGNMENTS AND EVALUATION**

**Class preparation and participation (25%)**
Students are expected to come prepared to discuss each week’s readings and to contribute to classroom discussions on a regular basis. Performance is assessed on a weekly basis. Participation means making insightful comments throughout the semester, asking probing questions, and critically thinking about the content of the readings and the ongoing public dialogue on all matters relating to the larger climate change agenda. Attendance for the entirety of each class is
expected. Leaving class before will be counted as a miss. For each class missed 1.5% will be taken off students’ participation/attendance score.

**Review note I (20%)**
Three page review of a contemporary essay on climate change and environmental politics, broadly defined. A selection of critical essays will be posted on Blackboard about ten days prior to the designated deadline. The paper shall be double-spaced, with 1 inch margins, 12 points font. No footnotes required.

**Due: October 11th, 2017**

**Memorandum (20%)**
Each student will prepare a three page “memorandum” on a core climate change driver for a leader of a G20 country. The paper shall be double-spaced, with 1 inch margins, 12 points font. No footnotes required.

**Due: November 15th, 2017**

**Research/Policy paper (35%)**
The purpose of this combined research/policy paper is to give students an opportunity to explore and develop a climate change-relevant paper of particular interest to them. This 10 page paper must: (1) examine the chief causes of the issue/problem as well as a clear analysis of opportunities and constraints; (2) analyze and evaluate how the relevant ‘players/stakeholders’ might respond to the proposals - e.g. balance the pros and cons; and (3) provide policy recommendations and how to manage the strategy and politics of moving the issue to the next level. The paper shall be double-spaced, with 1 inch margins, 12 points font, footnotes and references. Paper outlines must be approved by the professor. Please submit two paragraphs via email by Wednesday, October 4th, 2017.

**Due: November 29th, 2017**

**Evaluation criteria of all written work products**
The primary criteria used in evaluating students’ written work are the following:
1) **Content**: Content is Queen/King!!
2) **Mechanics**: Defined as freedom from minor factual errors and spelling and grammatical errors. Where asked, students are expected to include thorough, accurate and consistent references in any bona fide academic referencing style that includes page numbering.
3) **Writing style:** It should be appropriate for an academic environment. Beyond that, style will be evaluated primarily in terms of clarity. Proper use of the English language is expected!

4) **Structure:** Papers will also be evaluated in terms of their organization and coherence. The structure of the paper must logically flow from the assignment question(s) and must add up to a coherent whole.

5) **Precision and accuracy:** Precision means saying exactly and specifically what you mean, avoiding ambiguity and vague generalities. Accuracy refers to absence of major factual errors.

6) **Analysis:** Analysis will be evaluated in terms of success in using evidence in the form of data/information to construct a logical argument which convincingly answers your assignment question(s).

**Writing and English Language**
For faculty writing support, please see English Language and writing support at University of Toronto:
http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx

Students have commented that they found the latter address extremely helpful for writing term papers.

The following are also useful:

- **General Writing Resources**
  https://owl.english.purdue.edu/owl/section/1/

- **Academic Writing**
  https://owl.english.purdue.edu/owl/section/1/2/


- **Using Quotations**
  http://www.writing.utoronto.ca/advice/using-sources/quotations

- **Paraphrase and Summary**
  http://www.writing.utoronto.ca/advice/using-sources/paraphrase

**Evaluation criteria of all oral presentations**

1) **Success in communicating** key concepts succinctly and accurately, thereby demonstrating sound understanding of the work being presented.
2) **Mechanics of communication**, such as manner of speaking (including good diction and tone), structure of the presentation and level of organization.

3) **Ability to respond** appropriately and fairly to questions and contribute to and stimulate unstructured discussion among peers.

**Late penalties**
No due dates will be extended. Penalty for late work will be 2% of the assignment mark per day late, including weekends. The only exemption from this penalty will be for work that is late for health reasons, if a University of Toronto Student Medical Certificate is provided, or for personal reasons if documentation from Accessibility Services or a College Registrar is submitted.

**There will be no final exam in the Final Examination period.**

**ACADEMIC INTEGRITY**
Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves. Familiarize yourself with the University of Toronto’s *Code of Behaviour on Academic Matters* ([http://www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm)). It is the rule book for academic behaviour at the UofT, and you are expected to know the rules. Potential offenses include, but are not limited to:

- In papers and assignments:
- Using someone else’s ideas or words without appropriate acknowledgement
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks
- Submitting your own work in more than one course without the permission of the instructor
- Making up sources or facts
- Including references to sources that you did not use
- Obtaining or providing unauthorized assistance on any assignment including:
  - working in groups on assignments that are supposed to be individual work
- having someone rewrite or add material to your work while “editing”
- Lending your work to a classmate who submits it as his/her own without your permission

Misrepresentation:
- Falsifying or altering any documentation required by the University, including doctor’s notes
- Falsifying institutional documents or grades

You can get further guidance on academic integrity from the website of the Office of Student Academic Integrity at: [www.artsci.utoronto.ca/osai/students](http://www.artsci.utoronto.ca/osai/students)

**ACCESSIBILITY NEEDS**

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact The UTSC Accessibility Services as soon as possible: [http://www.utsc.utoronto.ca/~ability/](http://www.utsc.utoronto.ca/~ability/)

We also suggest you also refer to the following University of Toronto Scarborough Library link:
[http://utsc.library.utoronto.ca/services-persons-disabilities](http://utsc.library.utoronto.ca/services-persons-disabilities)

**EMERGENCY PLANNING**

Students are advised to consult the university’s preparedness site ([http://www.preparedness.utoronto.ca](http://www.preparedness.utoronto.ca)) for information and regular updates regarding procedures relating to emergency planning.

**Grade Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 - 100%</td>
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<tr>
<td>A</td>
<td>85 - 89%</td>
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<tr>
<td>A-</td>
<td>80 - 84%</td>
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<tr>
<td>B+</td>
<td>77 - 79%</td>
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<tr>
<td>B</td>
<td>73 - 76%</td>
</tr>
<tr>
<td>B-</td>
<td>70 - 72%</td>
</tr>
<tr>
<td>FZ**</td>
<td>0 - 69%</td>
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Note: **FZ – replacing C, D, and F**
CLIMATE CHANGE POLICY
Topics, activities, readings

Week I: September 13th, 2017

The Fundamentals: Studying Global Environmental and Climate Change policies and the politics that drive them

Readings:
Simon Nicholson/Paul Wapner, Global Environmental Politics: From Person to Planet, Paradigm Publishers, 2014, Introduction and Section 1
“The Millennium Ecosystem Assessment, ‘Living Beyond our Means – Statement from the Board”, 2005; see
Yash Tandon, End Aid Dependency, Pambazuka Publishers, 2008, Chapters 1, 4, 5
“President Trump’s War on Science”, New York Times, September 9th, 2017; see
“Hurricane Irma linked to Climate Change?“; see

Week II: September 20th, 2017

Drivers of Climate Change: Developed countries vs. Developing countries

Readings:
Nicholson/Wapner, Global Environmental Politics – From Person to Planet, Paradigm Publishers, 2015, Section 2 (Introduction only), all of Section 3

**Week III: September 27th, 2017**

The Politics and Policies of Climate Change – Priorities and Arguments

Readings:

**Week IV: October 4th, 2017**

The Economics of climate change – and a ‘higher calling’

Readings:
Nicholas Stern, The Economics of Climate Change, Cambridge University Press, 2006, Chapters 4 & 5
Peter Newell/Matthew Paterson, Climate Capitalism – Global Warming and the Transformation of the Global Economy, Cambridge University Press, 2010, Chapters 2, 3, 8

**Week V: October 11th, 2017**

Financing Climate Change: Struggling to agree on “the right” policies and instruments

Readings:
Nicholas Stern, The Economics of Climate Change, Cambridge University Press, 2006, Chapters 4 & 5
Report of the Secretary-General’s High-level Advisory Group on Climate Change Financing; see https://www.iatp.org/files/451_2_107756.pdf

REVIEW NOTE DUE

Week VI: October 18th, 2017

Climate Change policies and programs – Where the rubber hits the road, Part I - Kyoto Protocol/Climate Investment Funds/Bali Road Map/

Readings:
Kyoto Protocol; see http://unfccc.int/resource/docs/convkp/kpeng.pdf
Climate Investment Funds; see https://www.climateinvestmentfunds.org/
Bali Road Map; see http://unfccc.int/key_steps/bali_road_map/items/6072.php

Week VII: October 25th, 2017

Climate Change policies and programs – Where the rubber hits the road, Part II - Adaptation Fund/Copenhagen Accord/Paris Agreement/Green Climate Fund

Readings:
Adaptation Fund; see http://www.adaptation-fund/org
Copenhagen Accord; see http://unfccc.int/resource/docs/2009/cop15/eng/11a01.pdf
The Paris Agreement; see http://unfccc.int/paris_agreement/items/9485.php
Green Climate Fund; see http://www.gcfund.org

Week VIII: November 1st, 2017

Climate Change policy making in Canada – Student group presentation

Reading assignments: TBD
Week IX: November 8th, 2017

Climate Change policies and its impacts on food security and agriculture – a view from the field

Guest lecture: Nidhi Tandon, Networked Intelligence for Development, TBC

Readings:
Raj Patel, “Can the World Feed 10 Billion People?”, in Foreign Policy, May 4, 2011

Week X: November 15th, 2017

China’s evolving Climate Change and Energy policies – Student group presentation

Reading assignments: TBD

MEMORANDUM DUE

Week XI: November 22nd, 2017

The Trump administration’s evolving Climate Change and Energy policies – Student group presentation

Reading assignments: TBA
Week XII: November 29th, 2017

Looking back to move forward – are we on the verge of starting a new climate change policy era?

A Roundtable - with guests, TBC

No reading assignments

RESEARCH/POLICY PAPER DUE