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PSCI 324.01: Sustainable Climate Policies - China and the USA

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Sustainable Climate Policies: China and the USA
PSCI 324/ CCS 324 (3)
Summer 2012
Professor Peter Koehn

PSCI 324/CCS 324 is one of the core “society” courses available to students who minor in Climate Change Studies. RECOMMENDED PRE-REQUISITE: Climate Change: Science and Society (CCS203) or background concerning the science and society issues that surround climate change.

COURSE DESCRIPTION & OBJECTIVES

Sustainable Climate Policies: China and the USA explores the contributions of the United States and China to global climatic change, the reasons why both nation-states are the world’s two largest emitters of greenhouse gases, the future vulnerabilities of both countries to climatic change, prevailing national and subnational government policies that affect emission levels, the roles of NGOs and individuals, and climatic-stabilization alternatives. The course includes attention to useful and practical sustainable-climate policy approaches in China and the USA, with some attention to India. Issue-bundling and policy-framing strategies are considered in depth. Emerging and prospective partnerships among multilevel governments, NGOs, and communities will be explored.

Working individually and in teams, with feedback and source suggestions from the instructor, students will propose, outline, finalize, and defend creative local, regional, national, or transnational GHG-mitigation policies involving China and the USA. One important outcome of these exercises will be deeper understanding of the constraints and possibilities involved in developing sustainable climate policies in the two countries.

COURSE LEARNING OUTCOMES

By the end of this course, students should have achieved the following:

- gained comparative understanding of government policy-making processes and positions that affect climate-change mitigation in China and the United States
- be able to discern current and potential interests and roles of domestic and transnational nonstate actors with respect to climate mitigation
- be able to identify the principal constraints on and opportunities for policy change – particularly at the subnational level – in China and the United States
- gained insight regarding ways to influence climate-mitigation-policy outcomes in both countries
- be able to design an emission-mitigation-policy proposal for China and the United States
- be able to develop a PowerPoint presentation that captures the essence of your policy proposal

ASSESSMENT

Quizzes 2 x 100 = 200 points

Policy debate 1 x 100 = 100 points

Group discussion facilitator 2 x 100 = 200 points

Class participation = 100 points

Team policy paper (China) & powerpoint presentation = 200 points (due **13 June**)

Individual policy paper (U.S.) & powerpoint presentation = 200 points (due **22 June**)

TOTAL POSSIBLE = 1000 points

- You are required to take at least two of the three quizzes via Blackboard. The quiz dates are specified on the syllabus. Once you log in, you have 60 minutes to complete the quiz. The quizzes consist of multiple-choice questions based on the required reading for the course.

CONNECTING LEARNING OUTCOMES, ASSIGNMENTS, & ASSESSMENTS

| Course Learning Outcome 1 | Assignments | Assessment |
|---|---|---------------------|
| Understanding of government policy-making processes and positions that affect climate-change mitigation in China and the United States; identify relevant national & subnational positions & policies | Required reading for May 23-26, May 30A | First Quiz (May 31) |

| Course Learning Outcome 2 | Assignment | Assessment |
|--|---------------------------------------|----------------------|
| Discern current and potential interests and roles of domestic and transnational nonstate actors with respect to climate mitigation; identify climate-stabilization alternatives & policy proposals | Required reading for May 30B - June 7 | Second Quiz (June 7) |

| Course Learning Outcome 3 | Assignments | Assessment |
|--|---------------------------------|----------------------|
| Identify the principal constraints on and opportunities for policy change – particularly at the subnational level – in China and the United States | Required reading for June 8, 14 | Third quiz (June 18) |

| Course Learning Outcome 4 | Assignments | Assessments |
|---|--|--------------------------------|
| Design an emission-mitigation policy proposal for China and the United States | All required reading | Team policy paper (China) |
| | Optional reading (“project resources”) | Individual policy paper (U.S.) |
| | Independent research | |

| Course Learning Outcome 5 | Assignments | Assessments |
|---|--|------------------------------|
| Develop a PowerPoint presentation that captures the essence of your policy proposal | All required reading | Team PowerPoint (China) |
| | Optional reading (“project resources”) | Individual PowerPoint (U.S.) |
| | Independent research | |

REQUIRED READING

All assigned reading can be accessed via electronic reserve (password = psci324).

COURSE OUTLINE

May 21-22 **Introduction and Scavenger Hunt**

Reading assignment:

Knell & Tosun, "Policy Making," pp. 500-506 (2008)

Pew Center, "Climate Change 101"

Pew Center, "Sixteenth Session" (2010)

Kaufman, "Scientists Stress Urgency of Limiting Emissions" (2011)

Dean, "When the Day after Tomorrow Has Come" (2011)

Dean, "Group Urges Research into Aggressive Efforts to Fight Climate Change" (2011)

May 22-23 **China, India, & the USA:**

Past, Current, Future, and Per Capita GHG Emissions

Principal Origins of Anthropogenic GHG Emissions

Climatic Change Vulnerabilities & Costs

Reading assignment:

Koehn, "Chinese Perspectives on International Climate Policy & GHG Emissions Mitigation" Part I (2008) ppt

Gillis, "Global Carbon Dioxide Emissions in 2010 Show the Biggest Jump Ever" (2011)

Broder, "Online Map Shows Biggest GHG Emitters" (2012)

Baer, "Impact of War Machine on Global Warming and Health" (2010), pp. 160, 166-167

Motavalli, "Natural Gas Signals a 'Manufacturing Renaissance'" (2012)

Mouawad, "Fuel to Burn, Now What?" (2012)

Wald, "Nuclear Power's Death Somewhat Exaggerated" (2012)

Cardwell, "Renewable Sources of Power Survive, But in a Patchwork" (2012)

May 24 **Prevailing National Government Positions & Policies in China, India, & the USA**

Sustainable Development

Assessing emissions

Per capita v. gross

Past v. current/projected

Reading assignment (Discussion 1):

Richerzhagen and Scholz, "China's Capacities for Mitigating Climate Change" (2008)

Friedman, "Can Red China Become Green China?" (2008)

Brown, *Plan B 3.0*, pp. 13-14 (2008)

Koehn, "Chinese Perspectives on International Climate Policy & GHG Emissions Mitigation" Part II (2008) ppt

Roberts & Parks, *A Climate of Injustice: Global Inequity, North-South Politics, and Climate Policy* (2007), pp. 23-24, 144-146.

Bajaj, "No Power, No Boom" [India] (2012)

Cappiello, "Gore Criticizes Obama's Global Warming Record" (2011)

May 24 **Mitigation Mandates and Other Related Issues**

Reading assignment (Discussion 2):

VanDeveer and Selin, "Re-engaging International Climate Governance: Challenges & Opportunities for the United States" (2010)

Jinnah, et al., "Tripping Points" (2009)

Broder & Ansfield, "China & US in Cold-War Like Negotiation for a Greenhouse Gas Truce" (2009)
Broder, "At Climate Talks, A Familiar Standoff between U.S. and China" (2011)

May 28 Memorial Day Holiday

May 29 Debates

May 30A Campus Climate Policy

Reading assignment (Discussion 3):

Page, Mark. 2008. "UM Measures Carbon Footprint." *Missoulian*, 18 September, p. B1.

American College & University Presidents Climate Commitment:

<http://www.presidentsclimatecommitment.org/about/commitment>

ACUPCC Implementation Guide:

http://www.presidentsclimatecommitment.org/pdf/ACUPCC_IG_Final.pdf

Carlson, "Colleges Map Hazy Routes to Limiting Emissions" (2009)

Steinemann, "Implementing Sustainable Development through Problem-Based Learning" (2003)

Dewitt, "Earth-friendly Jobs" (2008)

Vilsack, "Biomass Can Provide Our Country Energy Independence" (2011)

Moy, "Health department Gives OK for Biomass" (2011)

May 30B Subnational Government Positions, Policies, & Practices

China: Provincial & Local Governments

USA: State & Local Governments

Reading assignment (Discussion 4):

Economy, "Environmental Enforcement in China" (2005), pp. 102-112

Rabe, "Second-generation Climate Policies in the States" (2009), pp. 67-69, 73

Toly, "Transnational Municipal Networks in Climate Politics" (2008)

Koehn, "Climate Policy & Action 'Underneath' Kyoto and Copenhagen" (2010)

Barringer, "California Adopts Limits on Greenhouse Gases" (2011)

Scott, "Tribe Signs 'Fracking' Water Deal" (2012)

Gutsche, "Policies Should Reflect Montana's Support for Renewable Energy" (2012)

May 31 First Quiz (May 23 -26, 30A readings) GBB 213

June 4 Domestic and Transnational Nongovernment Players: Current and Prospective Roles

Reading Assignment (Discussion 5):

Wray, *Pedal Power*, pp. 105-127, 130, 168-170 (2008)

Koehn, "Fitting a Vital Linkage Piece into the Multidimensional Emissions-Reduction Puzzle:
Nongovernmental Pathways to Consumption Changes in the PRC and the USA" (2006)

Baker, "Developers Cater to Two-Wheeled Traffic in Portland" (2011)

Reading Assignment (Discussion 6):

Koehn, "Sustainable Development Frontiers & Divides: Transnational Actors and US/China Greenhouse
Gas Emissions" (2004)

Florio, "Kids Go to Court to Save Planet" (2011)

June 4 Team Projects Outline deadline

June 5 **Climatic-stabilization Alternatives for the USA, China, & India**

Energy alternatives

Consumption alternatives

Reuse/Disposal alternatives

Reading assignment (Discussion 7):

Brown, *Plan B 3.0*, pp. 239-252 (2008)

Wen, Hua, Wang, and Singh, "Wind Power Generation in China" (2008)

Fox, "Utility-scale Renewable Energy Needed by State, U.S." (2011)

Kilgore, "Why We Still Need Nuclear" (2011)

Johnson, "After Inspections, China Moves Ahead with Nuclear Plans" (2011)

Tabuchi, et al., "In Japan Reactor Failings, Danger Signs for the U.S." (2011)

Princen, Maniates, & Conca, "Confronting Consumption" (2002), pp. 1-20

Bradsher, "China Fears Consumer Impact on Global Warming" (2010)

Transportation alternatives

Reading Assignment (Discussion 8):

Schroeder, et al., "Enabling the Transition to Climate Smart Development in Asian Cities" (2012)

Pucher, "Urban Transport trends and Policies in China and India" (2007)

Brown, *Plan B 3.0*, pp. 198-201 (2008)

Wray, *Pedal Power*, pp. 205-209, 214-220

Koehn, "Back to the Future: Bicycles, Human Health, and Greenhouse Gas Emissions in China" (2007)

Bradsher, "China Aims to Rein in Car Sales" (2011)

June 6 **Proposed Climatic-stabilization Policies for China & the USA**

Effect

Sustainability

Feasibility

Ethical Principles

Motivating Principles

Reading assignment (Discussion 9):

Najam, "The View from the South" (2005), pp. 234-240

Agarwal, "A Southern Perspective on Curbing Global Climate Change" (2002), pp. 375-378, 384-388

MacFarquhar, "'U.N. Says Poor Nations Need \$600 Billion for New energy" (2009)

Selin & VanDeveer, "Political Science & Prediction: What's Next for U.S. Climate Change Policy?" (2007), pp. 18-21

Review Koehn, "Nongovernmental Pathways to Consumption Changes in the PRC and the USA," 62-72

Reading assignment (Discussion 10):

Wilkinson and Pickett, "Equality and Sustainability" (2009)

Thernstrom, "No" (2010)

Harris, "Responding to the Climate Disaster: The Cosmopolitan Challenge to China" pp. 164-171 (2010)

Review Koehn, "Nongovernmental Pathways to Consumption Changes in the PRC and the USA," 62-72

June 7 Second Quiz (30MayB - 7 June readings) **GB 213**

June 11 Team Meetings on National or Subnational Mitigation-policy Projects: PRC

June 12 Class moved to June 15

June 13 Team Presentations on National or Subnational Mitigation-policy Projects: PRC

**June 14 Policy Change: Constraints, Opportunities, & Prospects in China & the USA
China-U.S. Collaboration & Partnerships**

Reading assignment (Discussion 11):

Tan, "Dynamics of Policy Change in China: A Case Study of the Renewable Energy Law" (2007), 63-68

Lu & Gill, "Assessing China's Response to the Challenge of Environmental Health" (2007)

Bradsher, "Miles to Go in China" (2009)

Selin & VanDeveer, "North American Climate Governance" (2009), pp. 318-324

Pew Research Center, "Global Warming Seen as a Major Problem Around the World: Less Concern in the US, China, & Russia" (2009)

Borick, "American Public Opinion and Climate Change" (2010)

Reading assignment (Discussion 12):

Dennison, "Primer for 'Trade, Dividend' Scenarios" (2010)

Dreyer, "Sino-American Energy Cooperation" (2007), pp. 472-475

Bradsher, "US & China Agree to Study Ways to Make Buildings More Energy Efficient" (2009)

June 15 Issue-bundling and Policy-framing Strategies

Reading assignment:

Review Koehn, "Climate Policy & Action 'Underneath' Kyoto and Copenhagen"

Chiu, et al., "Breathing Better: Linking Energy and GHG Reduction to Health Benefits in China" (2007)

Weller & Bol, "From Heaven-and-Earth to Nature: Chinese Concepts of the Environment and Their Influence on Policy Implementation" (1998)

Kaufman, "In Kansas, Climate Skeptics Embrace Cleaner Energy" (2010)

LaFraniere, "Activists Crack China's Wall of Denial about Air pollution" (2012)

Individual Project Outline Deadline

Project consultations

June 18 Third Quiz (8 June & 14 June readings) online direct

June 19 Debates

Brown, *Plan B 3.0*, pp. 267-276 (2008)

Friedman, "What Kind of Price Signal?" (2008), pp. 261-266

Broder, "House Bill for a Carbon Tax Faces Steep Climb" (2009)

Rabe, "The 'Impossible Dream' of Carbon Taxes" (2010)

Etsy and Porter, "Pain at the Pump? We Need More" (2010)

Tamura & Fukuda, "Financing the Low Carbon Energy Sector in the Context of Future Climate Change Negotiations" (2012)

Cardwell, "Energy Tax Breaks Proposed Despite Waning Support for Subsidies" (2012)

Wald & Broder, "Utility Shelves Ambitious Plan to Limit Carbon" (2011)

Bradsher, "China Benefits as U.S. Solar Industry Withers" (2011)

Daly, "Interior Proposes New 'Fracking' Rules" (2012)

June 20-21 Individual Subnational Mitigation-policy Projects: USA

Formula for Calculating Final Grade in P Sci 324

A = 934-1000 total points
A- = 900-933 total points
B+ = 867-899 total points
B = 834-866 total points
B- = 800-833 total points
C+ = 767-799 total points
C = 734-766 total points
C- = 700-733 total points
D+ = 667-699 total points
D = 634-666 total points
D- = 600-633 total points
F = below 600 points

Grading Policy: Late team/individual papers will be penalized by a reduction of 10 points for each day that passes without submission. Remember that you have only one opportunity to log in for each quiz – you must make sure the computer you use will be functional for the full 60 minutes. Missed quizzes, group-discussion facilitation, and debates cannot be made up unless you provide a note from the doctor indicating that you were not able to attend class that day because of sickness. If other team members report that a student has not assisted in preparing the team project paper, the nonparticipating student receives an F for that assignment. Reported final grades will reflect pluses and minuses. For credit/no-credit grading, students must attain an overall grade of D- or above to receive a “CR.” See the *Catalog* policy on incompletes.

- Students with disabilities will receive reasonable accommodations. To request course modifications, please contact me as soon as possible. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406.243.2243 (Voice/Text).
- You should be aware that as a student at the University of Montana, you must practice academic honesty and are bound by the following Code of Academic Conduct: <http://www.umt.edu/studentaffairs/sccAcademicConduct.htm>
As the code explains, academic misconduct includes plagiarism, cheating, and deliberate interference with the work of others. It is the intellectual equivalent of fraud—a crime against the codes of the academy. *As an academic crime, plagiarism merits academic punishment, ranging from an F on the assignment or for the course, to suspension or expulsion from the University.*

This syllabus is presented as a general guide to the course that is subject to amendment or deviation.