

Spring 2-1-2010

PSC 324.01: Sustainable Climate Policies - China and the USA

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Sustainable Climate Policies: China and the USA
PSCI 324 (3) On-line
Spring 2010
Professor Peter Koehn

PSCI 324 is one of the core “society” courses available to students who minor in Climate Change Studies. Interested students who are not CCS minors also are welcome on a class-availability basis.

RECOMMENDED PRE- (or CO-) 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. 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, draft, revise, 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

ANNOUNCEMENTS

Announcements are available on the welcome page of our course website. I frequently post announcements regarding assignments, new ideas or developments, problems with websites, technical issues, suggestions, questions, etc. I recommend that you access announcements at least weekly. After seven days, Blackboard removes current announcements from the opening page. However, you can read all announcements throughout the semester by clicking on "View Last 7 days," "View Last 30 days," or "View All."

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ASSESSMENT

Quizzes 2 x 100 = 200 points

Policy Debate participation 2 x 100 = 200 points

Threaded Group Discussion participation = 100 points

Team policy paper (China) & on-line presentation = 250 points

Individual policy paper (U.S.) & on-line presentation = 250 points

TOTAL POSSIBLE = 1000 points

- See assignment guidelines posted under “Assignments” on our course website.
- Regularly check the due dates specified on this syllabus.
- You are required to take two quizzes via Blackboard. The quiz dates are specified on this syllabus. Each quiz is available from Thursday to Sunday. You can log in any time during the four-day window. Once you log in, you have 50 minutes to complete the quiz. The quizzes consist of multiple-choice questions based on the required reading for this course.
- Your virtual presentations serve to support learning by helping you focus on important ideas, concepts, and issues.

CONNECTING LEARNING OUTCOMES, ASSIGNMENTS, & ASSESSMENTS

Course Learning Outcome 1	Assignments	Assessments
Understanding of government policy-making processes and positions that affect climate-change mitigation in China and the United States	Required reading for Jan 25-29	First Quiz
	Required reading for Feb 1-5	Participation in threaded group discussions 1, 2, 4
	Required reading for Feb 8-12	Team policy paper (China)
	Required reading for Feb 19-26	Individual policy paper (U.S.)

Course Learning Outcome 2	Assignment	Assessments
Discern current and potential interests and roles of domestic and transnational nonstate actors with respect to climate mitigation	Required reading for March 2-6	Second Quiz
	Required reading for Feb 16-18	Participation in threaded group discussions 3, 5
		Team policy paper (China)
		Individual policy paper (U.S.)

Course Learning Outcome 3	Assignments	Assessments
Identify the principal constraints on and opportunities for policy change – particularly at the subnational level – in China and the United States	Required reading for March 8-12	Participation in first debate
		Second quiz
	Required reading for March 15-18	Participation in threaded group discussion 6
	Required reading for March 22-26	Team policy paper (China)

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	Consult & coordinate with all team members	Individual policy paper (U.S.)
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Course Learning Outcome 4	Assignments	Assessments
Insight regarding ways to influence climate-mitigation policy outcomes in both countries	Required reading for March 22-26	Participation in second debate
	Required reading for April 5-9	Participation in threaded group discussion 7
	Consult & coordinate with all team members	Team policy paper (China)
		Individual policy paper (U.S.)

Course Learning Outcome 5	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 6	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	

The grading rubric for each assessment is presented in conjunction with the detailed discussion found under “assignments” on the course website.

REQUIRED READING

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

INTRODUCTIONS

Introduce yourself via Cyber Café (under Discussion Board) by 27 January.

COURSE OUTLINE

Jan 25-29 **Introduction and Scavenger Hunt**

Reading assignment:

Knell & Tosun, “Policy Making,” pp. 496-506 (2008)

Feb 1-5¹ **China & the USA:**

Past, Current, Future, and Per Capita GHG Emissions
Principal Origins of Anthropogenic GHG Emissions

¹ Readings for first threaded group discussion

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Climatic Change Vulnerabilities & Costs

Reading assignment:

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

Rosenthal, "Booming China Leads World in Emissions of CO₂, Study Finds," *New York Times*, 14 June 2008, p. A5

Mouawad, "Gloomy Energy Report Sets Stage for Climate Negotiations" (2009)

Borenstein, "Carbon Pollution Up Despite Economy" (2009)

Feb 8-12² **Prevailing National Government Perspectives & Policies in China & the USA**

Mitigation mandates

Sustainable Development

Assessing emissions

Per capita v. gross

Past v. current/projected

Copenhagen Accord

Reading assignment:

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

Bradsher, "Green Power Takes Root in China" (2009)

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

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

Broder & Ansfield, "China & US in Cold-War Like Negotiation for a Greenhouse Gas Truce" (2009)

Max, "Experts: US, China Cuts Not Enough" (2009)

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

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

Pew Center for Global Climate Change, "Summary of Copenhagen Climate Accord" (2009)

Heinrich, "Clear-cutting the Truth about Trees" (2009)

Feb 15 Presidents' Day Holiday

Feb 16-19³ Campus Climate Policy (Erica Bloom, ASUM Sustainability Coordinator)

Reading assignment:

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

www.umt.edu/urelations/greenhouse.html

American College & University Presidents Climate Commitment:

<http://www.presidentsclimatecommitment.org/html/commitment.pdf>

ACUPCC Implementation Guide:

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

² Readings for second threaded group discussion

³ Readings for third threaded group discussion

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Feb 22-26⁴ **Subnational Government Positions, Policies, & Practices**

China: Provincial & Local Governments

USA: State & Local Governments

Reading assignment:

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" (forthcoming 2010)

Feb 27-March 2 First Quiz (25 January – 26 February readings)

New Threaded Discussion Groups

March 2-6 **Domestic and Transnational Nongovernment Players: Current and Prospective Roles**

Reading Assignment:

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

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)

March 2-6 **Climatic-stabilization Alternatives for China & the USA**

Energy alternatives

Consumption alternatives

Transportation alternatives

Reuse/Disposal alternatives

Reading assignment:

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

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

Bradsher, "China Far Outpaces US in Building Clean Coal-fired Plants" (2009)

Galbraith, "Solar Meets Polar as Winter Curbs Clean Energy" (2008)

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

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

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

Yardley, "Bicycle Commuter Tax Credit," *New York Times*, 1 October 2008, p. A 15

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

March 5-11 1st debate

March 15-18 **Envisioning Climatic-stabilization Policies for China & the USA**

Effect

Sustainability

Feasibility

Ethical Principles

Motivating Principles

Reading assignment:

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

⁴ Readings for fourth threaded group discussion

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

March 18-21 Second Quiz (2 March – 18 March readings)

March 22-26⁵ **Policy Change: Constraints, Opportunities, & Prospects in China & the USA; China-U.S. Collaboration & Partnerships**

Reading assignment:

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)

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

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

March 29-April 2 Spring Break

April 5-9⁶ **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)

April 9-15 2nd debate

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)

April 9 Team Projects Outline due

April 12-May 10 **Research and project preparation period**

April 12-April 22 **Team National or Subnational Mitigation-policy Projects: PRC**

April 16 Deadline for submission of Team Project drafts

April 23 Team Project paper and powerpoint due

April 26-May 7 **Individual Subnational Mitigation-policy Projects: USA**

April 30 Individual Project Outline due

May 10 Individual Project paper and powerpoint due

⁵ Readings for fifth threaded group discussion

⁶ Readings for sixth threaded group discussion

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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 one-third of a grade (e.g., from B+ to B) for each day that passes without submission. Quizzes will be available for four days. If you fail to complete the quiz within the allotted time, your grade for that assessment will be an F. 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 50 minutes. Missed quizzes cannot be made up unless you provide a note from the doctor indicating that you were not able to complete the assignment because of sickness that covered the entire four-day period. Be sure to check the assignment schedule for quiz dates. 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.”

- Deadlines: When managing your time to complete assignments, please be prepared that you may experience unpredictable technical difficulties. For example, your computer may freeze up or your Internet provider might not work properly at times. Technical problems are not acceptable excuses for late submission of assignments or for not completing quizzes. You need to plan extra time to complete and submit assignments online in case of technical difficulties. In addition, you need to have a *back-up plan* for taking quizzes and submitting homework online. Is there another computer you can use? Is there another place you can get online?
- Students with disabilities will receive reasonable accommodations in this online course. 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.*
- The 45th day of the semester is the last day to add/drop or change your grading option.

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Submitting Assignments

- Please submit written work as a Microsoft Word file or Rich Text file via the links provided for specific assignments on “Assignments” page of our course website. I will not accept submissions via my email address.
- Some formats are incompatible with my computer. If your file cannot be opened for any reason, I will e-mail to ask you to re-submit it in another format. [Check your UM e-mail account regularly.](#)
- To submit an outline or draft, “send” via the Dropbox.
- To submit your final paper, click on the link provided for the specific assignment on “Assignments” page. Click on “browse” to find the Word file on your computer. Attach it to the page.

Asking Questions via E-mail

- When communicating with me via email (peter.koehn@umontana.edu), please be sure to sign your full name and mention the course title or number.
- If you have a question related to an assignment or the course, please entitle your e-mail message "Question about_____." I will respond to "question" e-mails first to ensure that you can move ahead with your work.
- Please allow 2 work days (on average) for a response from me. Sometimes I will be able to respond more quickly. Other times, for example during heavy grading times or if I am attending a conference, it may take me longer to respond. If your question is urgent, you may call me in the office (243-5294) or at home (721-4691).

Success in an Online Course

The following checklist provides some hints for completing an online course successfully. Taking online courses can be an effective way to learn, but it might take time to become accustomed to distance learning. For a self-assessment tool to determine your readiness for online learning as well as a course management system tutorial, consult <http://umonline.umt.edu/Student Info/> and <http://umonline.umt.edu/Student Info/readiness.htm>

Checklist: How to Succeed in an Online Course

1. Register early.
2. Read as many of the course assignments as possible before the class actually begins.
3. Log in to the course website several days before the class begins. That way, if you have any technical difficulties, you can work them out before the first week's assignments are due.
4. Set aside blocks of time daily and/or weekly to be "in class." Fix a schedule that includes blocks of time for reading assignments, completing homework, participating in class discussions, and taking quizzes and/or exams.
 - a. One of the biggest mistakes online students make is to “just go to class” when they have a few minutes here and there. With too many distractions around (e.g. other students or family members in the same room) is another problem. You need to “go to class” in an environment that is conducive to studying.
 - b. A good guideline for the amount of time you should spend per week is the number of credits you are taking. For a 3-credit 300-level class, you should spend 3 hours participating in class

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activities online plus the amount of time you need for homework and reading (at least another 6 - 9 hours).

5. Participate in class discussions!
 - a. Don't do it just because you are being graded. Research shows that students who participate in class discussions learn more than those who do not.
 - b. Post timely responses to facilitators' and the instructor's questions as well as reply to classmates' responses.
6. REGULARLY check the Announcements page.
7. E-mail or call me when you need non-technical help. For technical help, contact IT Central.
8. Ask one or more students to be your study partner or form a study group.
9. Save your assignments in one easily accessible place on your computer, even after you have submitted them via the Internet. ALWAYS keep a copy.
10. Take responsibility for your own learning.
 - a. Just like a face-to-face class, you are expected to spend time completing homework, reflecting on course materials, and participating in class activities.
 - b. Avoid treating this class as a correspondence course (which requires only reading and taking quizzes). In this online course, you must be "involved."
11. Allow extra time for technological difficulties. I do not accept computer problems as an excuse for late or missing assignments.
12. Understand you will experience some dissonance about this experience. Sometimes it will be fun, other times frustrating, and sometimes both. You will feel increasingly comfortable as you become more proficient as an online student.

Technical Assistance: IT Central Help Desk E-mail: ITCentral@umontana.edu Phone: 406.243.5449

Possible Project Resources (*these are NOT on e-reserve*)

Newspaper articles can be accessed directly through the Mansfield Library's electronic holdings

Baldinger, Pamela & Turner, Jennifer. 2002. *Crouching Suspicions, Hidden Potential: U.S. Environmental & Energy Cooperation with China*, pp. 26-30, 41-47.

Barnard, Jeff. 2009. "Studies Foresee Dilemma over Forest Carbon Storage." *Missoulian*, 13 July, p. C1.

Barringer, Felicity. 2008. "Urban Areas on West Coast Produce Least Emissions Per Capita." *New York Times*, 29 May, p. A21.

Barringer, Felicity, and Galbraith, Kate. 2008. "States Aim to Cut Gases By Making Polluters Pay." *New York Times*, 16 September, p. A14.

Batson, Andrew. 2007. "Environmental Controls Take Hold: China Rejects Some Industrialization," *New York Times*, 18 December, p. D5.

Betsill, Michele & Bulkeley, Harriet. 2004. "Transnational Networks and Global Environmental Governance: The Cities for Climate Protection Program," *International Studies Quarterly* 48: 471-493.

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- Blumenthal and Mosteller, "Imagine No Possessions: Embracing 'Voluntary Simplicity,' Some Shed Almost Everything," *New York Times*, 17 May 2008, p. A10.
- Bradsher, Keith. 2008. "Beijing Pressures Automakers to Improve Efficiency." *New York Times*, 21 April, p. C2.
- Bradsher, Keith. 2009. "China Races Ahead of US in Drive to Go Solar." *New York Times*, 25 August, pp. A1, A3.
- Broder, John. 2009. "Obama to Toughen Rules on Emissions and Mileage." *New York Times*, 19 May, pp. A1,A3.
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- Brownstein, Richard. 2007. "Greening of the West: Sagebrush Rebellion Giving Way to a Renewable Revolution," *Missoulian*, 11 April, p. A8.
- Casey, John. 2008. "Technology Smooths the Way for Home Wind-Power Turbines." *New York Times*, 15 April, p. D3.
- Chaney, Rob. 2008. "We've Got the Wind, but Not the Lines." *Missoulian*, 17 October, p. B1.
- Chiu, Kong, Collin Green, and Katherine Sibold. 2003. Air Quality and Greenhouse Gas Co-benefits of Integrated Strategies in China. *Sinosphere Journal* 6, No. 1 (March), 40-47.
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- ClimateWire. Provides daily policy updates. Click on "Databases A-Z on UM Library website and find climatewire.
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