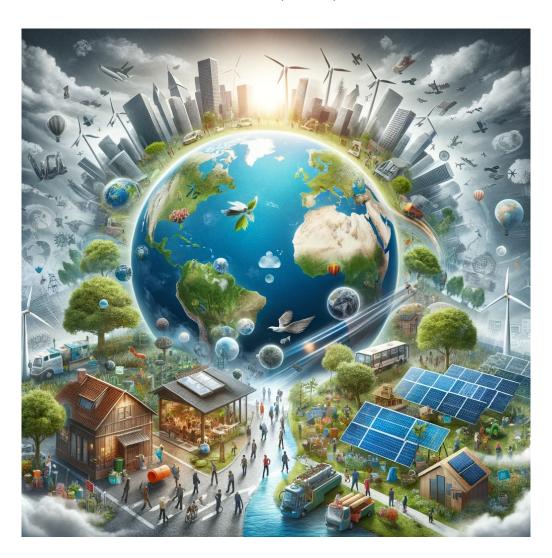# GLBL 296:
Global to Subnational: Actions for Climate Change
University of Illinois at Urbana-Champaign
Fall 2024 (1-credit)

Instructor

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Description:
This course is designed for undergraduate students interested in exploring actions to address climate change at various levels.

Climate change is a global issue that affects everyone. Scientific research shows a significant increase in average global temperatures and atmospheric greenhouse gas concentrations since the pre-industrial era. This situation demands collective action for an effective response. However, organizing these efforts is challenging. Progress is often slow and gridlocked due to differing interests, which is concerning given the urgency and severity of the issue. This seminar offers a diverse range of knowledge essential for understanding the reasons behind the implementation or lack thereof of climate actions at various levels.

This course explores climate change actions across different levels, from international to subnational. We will delve into four key questions: 1) How is the climate change 'problem' conceptualized in various ways? 2) What are the current international, national, and subnational approaches for climate change? 3) What policies have been implemented at various levels to tackle climate change issues? 4) What are the implications of these climate policies at each level?

Beyond engaging with academic scholarship, students will have the opportunity to explore climate policies at the subnational level and examine how these policies contribute to addressing subnational climate risks.

This course is led by student engagement. This requires you to arrive prepared, not only having finished the assigned readings but also equipped with questions or reactions to them. This student-driven approach allows you to play a key role in shaping the direction of our discussions.

Learning Objectives
By the end of the semester, you should:
1) Understand how climate change is conceptualized and the framework determine ways to resolve climate change issue.
2) Understand the current international, national, and subnational approaches for climate change.
3) Identify climate policies and their effectiveness to address climate change issue.
4) Analyze implications of approaches at various level.

Course Website:
- This course will use a Canvas website and you can find all reading materials and announcements and submit your assignments on Canvas.

Course Requirement:
1) Participation (20%):
    - Contribution to class discuss. This means asking for more information and clarification, making comments and connections, and referring to the reading, etc.
2) Weekly Discussion Posts on Canvas (30%):
    - Initial Reaction Post (Due by 9:00 am on Wednesday/ 20%): Students will write 200-300 words based on discussion prompts.

- Reflection Posts (In-Class Activity/ 10%): Students will write 100-200 words reflecting on their takeaways, any confusion, whether their opinion has changed after lecture and class discussion, or any other thoughts they may have.
  - No late post accepted for reflection posts
  - No credit will be given if you are absent
3) Group Presentation (20%)
   - Students will be randomly assigned to groups. Each group will select a specific subnational climate policy for their presentation. The presentation should cover the following aspects:
     1. The type of climate risks the local area is exposed to.
     2. The specific policy chosen by the subnational government in response to these climate risks.
     3. The process of enacting this subnational climate policy, including any challenges and steps involved.
     4. An evaluation of the policy's effectiveness in addressing climate risks.
     5. The broader implications of the subnational climate policy, including potential impacts on the community and environment.
4) Final Paper (30%)
   - Regardless of the option chosen, every student must turn in their final paper proposal (minimum 250 words) by Week 4 (**2% of Total Grade**).
   - **Option 1**: A 1000-word essay that answers the following question: Which level of government - international cooperation among states, national government, or subnational government - is the most appropriate actor to effectively tackle climate change? Your task is to select one of these levels and explain why you believe it holds the most promise in addressing climate change challenges. Discuss how this chosen level of governance can successfully drive change. In your response, you must reference a minimum of three readings to support your arguments. This exercise is about exploring and substantiating your perspective on the most effective governmental approach to combat climate change.
   - **Option 2**: A 1000-word analytical paper. Select a specific subnational climate policy that interests you. This could be the same policy you discussed in your group presentation or a different one. Answer the following questions:
     - Describe the climate risks faced by the local area targeted by the policy. What specific environmental challenges does this area confront?
     - Provide a detailed overview of the chosen subnational climate policy. What are its goals, strategies, and proposed actions?
     - Investigate the process of how this policy was developed and implemented. Discuss any notable challenges, debates, or milestones in its enactment.
   - **Option 3**: Another 1000-word paper of your choosing, related to broader course themes, readings, and lectures.

Week 1: Welcome and Introduction

 Introduction to course and explore discourse around climate change.
- Pew Research Center, August 2023, "Why Some Americans Do Not See Urgency on Climate Change"
- IPCC, 2022: Summary for Policymakers [H.-O. Pörtner, D.C. Roberts, E.S. Poloczanska, K. Mintenbeck, M. Tignor, A. Alegría, M. Craig, S. Langsdorf, S. Löschke, V. Möller, A. Okem (eds.)]. In: *Climate Change 2022: Impacts, Adaptation and Vulnerability.* Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [H.-O. Pörtner, D.C. Roberts, M. Tignor, E.S. Poloczanska, K. Mintenbeck, A. Alegría, M. Craig, S. Langsdorf, S. Löschke, V. Möller, A. Okem, B. Rama (eds.)]. Cambridge University Press, Cambridge, UK and New York, NY, USA, pp. 3-33, doi:10.1017/9781009325844.001.

Week 2: Climate Change as Collective Action Problem

 Why is climate change a collective action problem?
- Hardin, G. (1968). The Tragedy of the Commons. *Science*, *162*(3859), 1243–1248. http://www.jstor.org/stable/1724745
- Harris, P. G. (2007). Collective action on climate change: The logic of regime failure. *Nat. Resources J.*, *47*, 195. [Read from 195 to 204]
- Ostrom, E. (2017). Polycentric systems for coping with collective action and global environmental change. In *Global justice* (pp. 423-430). Routledge.

Week 3: Climate Change as Distributive Conflict

 Why do actions for climate change cause distribute conflicts?
- Aklin, M., & Mildenberger, M. (2020). Prisoners of the wrong dilemma: why distributive conflict, not collective action, characterizes the politics of climate change. *Global Environmental Politics*, *20*(4), 4-27.
- Schaffer, L. M. (2023). Who's afraid of more ambitious climate policy? How distributional implications shape policy support and compensatory preferences. *Environmental Politics*, 1-24.

Week 4: History and Current Status of International Cooperation for Climate Change

 Where is international cooperation for climate change heading?
- Thompson, A. (2006). Management under anarchy: the international politics of climate change. *Climatic Change*, *78*(1), 7-29.
- Green, J. F. (2021). Climate change governance: past, present, and (hopefully) future. *Global governance in a world of change. Cambridge University Press, Cambridge*, 109-129.

Week 5: Domestic Climate Politics

 Who are stakeholders shaping climate change policies at domestic level?
- Kennard, A. (2020). The enemy of my enemy: when firms support climate change regulation. *International Organization*, *74*(2), 187-221.

- Genovese, F., & Tvinnereim, E. (2019). Who opposes climate regulation? Business preferences for the European emission trading scheme. *The Review of International Organizations*, *14*, 511-542.
- Bumann, S. (2021). What are the determinants of public support for climate policies? A review of the empirical literature. *Review of Economics*, *72*(3), 213-228.

Week 6: Exploring Various Climate Policies
How should we reduce greenhouse gases emission?
- Allan, B., Lewis, J. I., & Oatley, T. (2021). Green industrial policy and the global transformation of climate politics. *Global environmental politics*, *21*(4), 1-19.
- Rogelj, J., Geden, O., Cowie, A., & Reisinger, A. (2021). Net-zero emissions targets are vague: three ways to fix. *Nature*, *591*(7850), 365-368.
- Aldy, J. E., & Stavins, R. N. (2012). The promise and problems of pricing carbon: Theory and experience. *The Journal of Environment & Development*, *21*(2), 152-180.

Week 7: Subnational Efforts to Address Climate Change Problem
How have subnational governments contributed to addressing the issue of climate change?
- Meckling, J., & Nahm, J. (2022). Strategic state capacity: how states counter opposition to climate policy. *Comparative Political Studies*, *55*(3), 493-523.
- Duggan, J. (2018). The Role of Sub-state and Non-state Actors in International Climate Processes: Corporate Sector. *Chatham House*.
- Boyd, B. (2017). Working together on climate change: Policy transfer and convergence in four Canadian provinces. *Publius: The Journal of Federalism*, *47*(4), 546-571.

Week 8: Implications of Actions for Climate Change at Various Level
Review and Conclusion
- Victor, D. G. (2011). *Global warming gridlock: creating more effective strategies for protecting the planet*. Cambridge University Press. [Ch.1 Only]
- Victor, D., & Sabel, C. (2023, October 16). *How to fix the climate*. Boston Review. https://www.bostonreview.net/forum/charles-sabel-david-g-victor-how-fix-climate/

Absence Policy

- If you miss a class, it's your duty to obtain notes from fellow students. I won't provide notes or presentations, but I'm available for meetings to address your queries. While there are no exams, please inform me beforehand if illness or an emergency will delay your assignment submission.

Late Assignment Policy

- To succeed in this course, complete all assignments by their deadlines. Assignments are announced in advance and early submissions are welcomed. Late work loses 10% of its value daily until it's worth nothing, with no exceptions.
- **Late submission excuses will not be considered after the deadline unless supported by documentation or prior accommodation requests. If you face any difficulties, please contact me immediately.**

Course Policies

- You're expected to arrive on time, prepared, and behave respectfully in class. Remember, it's your responsibility to meet assignment deadlines; I won't remind you.

- If you require special accommodations for disabilities or other conditions, inform me immediately. Addressing these needs after assignments are completed is not effective.

- Students missing classes for religious observances or university events must notify me via email beforehand, specifying the dates. You are responsible for catching up on any missed material.

Academic Integrity

- It's important to follow the campus Student Code, especially about not plagiarizing. Plagiarism is serious. Make sure to understand what plagiarism is by looking at the Student Code online. If you're unsure about your work or how to cite sources, please come see me before submitting.
- http://admin.illinois.edu/policy/code/article1_part4_1-402.html
- **AI Policy**
  - An emerging area of concern in higher education is the use of natural language models in the classroom (for example, ChatGPT). To be clear, using an AI model to complete your assignments for you is cheating under (a)(1) in the academic integrity policy. If you submit AI-generated work, it will be treated as an academic infraction, just like if you plagiarized a published work or had someone else write your paper for you.
  - However, I also recognize that AI-assisted research is a complicated topic where norms are still emerging; it is a tool, like your textbook, a search engine, or Wikipedia, and it has legitimate uses. It can be useful for brainstorming ideas, but it can also provide you with false information. The guiding principle in using AI is transparency. Just like when you provide citations to published work or webpages to give credit for ideas, if you get inspiration or ideas from an AI tool, you must cite your source and use quotation marks if you want to use a direct quotation. For guidance, see, for example, https://style.mla.org/citing-artificial-intelligence/