

Politics of the Environment and Climate Change

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Course Description

Climate change has evolved over the past four decades into one of the most pressing challenges to the sustainable development of human societies. Climate politics reflect well-established environmental and economic perspectives, but also raise new, unique issues. This course takes a realistic look at how politics is a fundamental political problem, the politics of addressing climate change, and the effects of climate change on politics and governance itself. We will examine how policies get constructed and implemented, and will consider local, national, and international contexts. We will ask questions like: How will climate change affect water resources, food supplies, and conflict? How will policies affect fossil-fuel dependent economies? How are people, companies, and governments responding?

Assignments:

Harvard College students

- 1) Two short (1000 word) policy memos. These memos will engage with a contemporary problem and have you propose an argument and solution to a policy maker.
- 2) A class wide project designing a climate plan for the City of Boston

Harvard Extension School students

For Extension School students, there is the option to do the group project individually (though this is not encouraged).

- 1) Two short (1000 word) policy memos. These memos will engage with a contemporary problem and have you propose an argument and solution to a policy maker. For Extension School students taking the course for graduate credit, they will need to complete a third policy memo assignment.

¹ We are grateful to Inde Halligan, Madeline Ranalli and Henrietta Reily for assistance in designing this course, and Dan Schrag and the Harvard University Center for the Environment for feedback and support.

- 2) A group project that will culminate in the submission of a “slide deck”. This project will enable students to choose a topic of their own interest, including proposing a climate plan for a city of the group’s choosing.

Exams

This course will have a closed book final exam that will be cumulative.

Grading:

Undergraduate Credit

Final grades will be based on the following assignments:

Policy memos 1 and 2	40%
Class wide project	15%
Final exam	30%
Class participation	15%

Graduate Credit (Extension School)

Final grades will be based on the following assignments:

Policy memos 1, 2 (3)	40%
Group/Individual Policy Project	15%
Final exam	30%
Class participation	15%

Participation:

Harvard College students

Students are strongly expected to attend lecture where in class participation will be noted. Weekly attendance at section meetings is required, where participation will also be noted. There will be a variety of opportunities for debate, including simulations and virtual interactions via Canvas. See below for further attendance expectations.

Extension School students

Students are required to watch the lecture recordings. Weekly section meetings are optional but extremely recommended. Students will have the chance to participate in various discussion forum activities.

Electronic Device and Video Policy (Harvard College students)

During class meetings we will be fielding polls as part of an interactive learning experience.

This means having an internet enabled phone, tablet, or laptop will be required to participate. If you do not have one, please let the instructional staff know.

The use of electronic devices are permitted strictly for the purpose of participating in class, such as taking notes and polls. If course staff observe that electronic devices are being used for other purposes, such as surfing the web/social media etc., we will restrict their use to taking polls. The reason is that such uses are a distraction to you, but more importantly, other students.

Because this course is being recorded for playback to Extension School students, there will be videos available. We will make these videos available to Harvard College students only if lecture attendance is consistently above 85% of enrollment. Students that cannot come to class due to a medical or other similar circumstance should email their TF ahead of time. Such students absences will not count towards enrollment.

Access to the videos will be a collective enterprise. Come to class.

Readings:

We will assume that you have completed the readings assigned for each class session before class.

The syllabus lists a number of recommended readings. Recommended readings may be particularly helpful if you are having difficulty with a concept or are conducting background research for policy projects.

Required books

Rabe, B. G. (2004). *Statehouse and greenhouse: The emerging politics of American climate change policy*. Brookings Institution Press. (\$24)

Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press. (\$17). Available electronically through Harvard library!

Course Website:

We will use the same Canvas site for Harvard College and Extension School students.

You can access the course website through Canvas course site. The course syllabus and all course-related links can be found there, at: <https://canvas.harvard.edu/courses/96156>

Policies

Written assignments are to be double-spaced, size 12 font, with normal margins and must be submitted electronically via the Canvas web submission system linked with each assignment

(not emailed). Students are expected to submit assignments on due dates unless they have approval from the relevant University official (Dean, Doctor, etc.) **prior** to the due date. The assignment system prevents uploads that are late. Late assignments without **prior** approval will not be accepted unless there is also a demonstration of an emergency situation by a relevant official. Due dates of approved late submissions will be the day after the emergency ends. *Non-emergency extensions will not be granted.* Submitting an assignment 5 minutes prior to the due date is a bad idea.

Students should be aware that in this course collaboration on any work not explicitly labelled group work, and submitted for formal evaluation, is not permitted. This means that you may not discuss your paper assignments with other students. All work should be entirely your own and must use appropriate citation practices to acknowledge the use of books, articles, websites, lectures, discussions, etc., that you have consulted to complete your assignments. Collaboration is highly encouraged in other ways, such as studying for exams and making group notes on the recommended readings.

Academic Integrity

Harvard College students

The course follows Harvard College's policies on plagiarism and collaboration. Specifically, any material submitted to meet course requirements that are not group projects (the policy memos) is expected to be a student's own work. We ask all students to bookmark and consult regularly the Harvard Guide to Using Sources website at <http://usingsources.fas.harvard.edu>. You are urged to take great care in distinguishing your own ideas and thoughts from information and analysis derived from printed and electronic sources, and you are responsible for knowing and following the College's policy on proper use of sources. These policies are stated clearly at the Harvard Guide to Using Sources website. (verbiage courtesy of Courtney Bickel Lamberth at <https://honor.fas.harvard.edu/academic-integrity>).

Extension School students

You are responsible for understanding Harvard Extension School policies on academic integrity (<https://www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity>) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses. There are no excuses for failure to uphold academic integrity. To support your learning about academic citation rules, please visit the Harvard Extension School Tips to Avoid Plagiarism (<https://www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism>), where you'll find links to the Harvard Guide to Using Sources and two free online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.'

Special accommodations:

Harvard College Students

Any student needing academic adjustments or accommodations is requested to present their letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term. Failure to make these arrangements may result in the course head's inability to respond in a timely manner. All discussions will remain confidential, although AEO may be consulted to discuss appropriate implementation.

Extension School Students

Harvard Extension School Accessibility Services Office is responsible for providing accommodations to students with disabilities. You can find more information about the process for applying for accommodations by visiting their website at <https://www.extension.harvard.edu/resources-policies/accessibility-services-office-aso>

Collaboration Prohibited on Policy Memos and Exams:

Students should be aware that in this course collaboration on any work not explicitly labelled group work, and submitted for formal evaluation, is not permitted. This means that you may not discuss your paper assignments with other students. All work should be entirely your own and must use appropriate citation practices to acknowledge the use of books, articles, websites, lectures, discussions, etc., that you have consulted to complete your assignments. Collaboration is highly encouraged in other ways, such as studying for exams and making group notes on the recommended readings.

Communication:

There is a Q&A Discussion Forum on the Canvas site for questions whose answers may be of interest to other students. The TFs and Professor's Ansolabehere and Tingley will endeavor to answer emails within 24 hours during weekdays. Email can be less efficient than real-time conversations. If your question requires a lengthy response please arrange for a real-time conversation.

Office Hours and Contact Info for Instructors:

Professor Ansolabehere's office hours are 12-1 Mondays and by appointment. His physical office is CGIS Knafel Room 410, 1737 Cambridge Street.

Professor Tingley's office hours are Tuesday afternoons 2-3pm and by appointment. His physical office is at CGIS Knaefel Room 212, 1737 Cambridge Street.

Sections, Office Hours, and Contact Info for Teaching Fellows:

Harvard College

The teaching fellows for the course are Chelsea Green (cgreen@g.harvard.edu) and XX)

Extension School

The teaching fellows for the course are Aleksandra Conevska (aleksandraconevska@g.harvard.edu) and Henrietta Reily (reily@college.harvard.edu).

Summary of Key Dates:

January 24 Monday is first day of semester

Policy memo 1: Assigned February 9th and due February 17th

Policy memo 2: Assigned March 30th and due April 7th

Graduate memo (Extension school Graduate credit only): Assigned April 13th and due April 22nd.

Final exam TBA

Extension School Group Policy Project (groups due February 24th, topics due March 2nd, final project due March 31st)

DRAFT

Section 1: Climate change is a political problem

Week 1 Setting the Stage

January 25th Setting the Stage 1: Climate Impacts on Society and the Planet

Learning Objectives

- Identify the range of impacts climate change will have on different societies and ecosystems
- Categorize impacts that change of time, geography or both
- Describe how environmental impacts are leading to political disputes

Readings

Global warming will happen faster than we think, Y Xu, V Ramanathan, DG Victor – 2018, Nature, <https://www.nature.com/articles/d41586-018-07586-5>

Temple, James. 2021. “The rare spots of good news on climate change”
<https://www.technologyreview.com/2021/12/23/1042973/climate-change-action-progress-clean-energy/>

Recommended Readings

“Introduction: Paths to Witnessing, Ethics of Speaking Out”, Nancy Lipton Rosenblum, Daedulus, Fall 2020, <https://www.amacad.org/publication/introduction-paths-witnessing-ethics-speaking-out>

Problems with COP... climate pledges based on flawed data?
<https://www.washingtonpost.com/climate-environment/interactive/2021/greenhouse-gas-emissions-pledges-data/>

<https://www.nytimes.com/interactive/2021/10/25/climate/world-climate-pledges-co26.html>

January 27th Setting the Stage 2: The political and economic context of combatting climate change

Learning Objectives

- Identify how different industries are contributing to climate change, and the difficulties or opportunities they face
- Describe cross-national differences in contributing to climate change
- Describe cross-national/cross-institutional differences in fighting against climate change

- Understand changes in levels of other pollutants and environmental threats over time.
- Identify the core pieces to the transition

Readings

<https://www-economist-com.ezp-prod1.hul.harvard.edu/schools-brief/2020/04/23/why-tackling-global-warming-is-a-challenge-without-precedent>

Recommended reading

Young, Oran. 2009. Whither the Arctic? Conflict or Cooperation in the Circumpolar North. *Polar Record* 45 (232): 73-82.

McKibben, Bill, “The Future is Electric”, *New York Review of Books*, <https://www-nybooks-com.ezp-prod1.hul.harvard.edu/articles/2021/11/04/the-future-is-electric/>

Review Session: No Section meeting

Week 2 Interests and Institutions

February 1st Incentives, preferences and institutions

Learning Objectives

- Describe why climate change is a collective action problem
- Distinguish between public good problems and common pool resources problems
- Describe how political institutions—both formal and informal—can be sources of positive change in addressing climate change and other environmental problems

Readings

Ostrom, E. (2010). *Beyond markets and states: polycentric governance of complex economic systems*. *American economic review*, 100(3), 641-72.

Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press. Chapters 1-3

Recommended readings

Ostrom, E. (1990). *Governing the commons: The evolution of institutions for collective action*. Cambridge University Press. Chapters 4-6.

February 3rd Proponents and Opposition to Climate Change Policies

Learning Objectives

- Why are interest groups often more effective at shaping policy?
- What industries will lose from climate policies, and could they pivot?
- Identify examples of “odd bed-fellows”
- What industries have most effectively obstructed policy? How do they work with/against political actors?

Readings

Colgan, Jeff D., Jessica F. Green, and Thomas N. Hale. 2020. “Asset Revaluation and the Existential Politics of Climate Change.” International Organization

Oreskes, N., & Conway, E. M. (2011). *Merchants of doubt: How a handful of scientists obscured the truth on issues from tobacco smoke to global warming*. Bloomsbury Publishing USA. Chapter 6.

Recommended Readings

Oreskes, N., & Conway, E. M. (2011). *Merchants of doubt: How a handful of scientists obscured the truth on issues from tobacco smoke to global warming*. Bloomsbury Publishing USA. Other chapters.

<https://www.cesifo.org/en/publikationen/2021/journal-complete-issue/cesifo-forum-052021-winners-and-losers-energy-and-climate>

<https://www.latimes.com/opinion/op-ed/la-oe-oreskes-supran-exxonmobil-20170901-story.html>

Brookings Institute, Elaine Kamarck, [The Challenging Politics of Climate Change](#)

Review Session: Content Review

Week 3 Environmental and Climate Justice/Ethics

February 8th Climate and Environmental Justice

Learning Objectives

- Identify why environmental harms and climate impacts will often fall disproportionately on marginalized communities, and how these communities have mobilized to assert sovereignty and protect their land and resources.

-Identify which policies will mean that the costs will be borne by lower income people and which policies will mean that the costs of changing our energy systems will be borne by higher income people.

Readings

“3 faces of climate justice”, *Annual Review of Political Science*, forthcoming, by Nives Dolšak and Aseem Prakash.

Roosevelt Project Gulf coast case

Recommended Readings

Racism as a Motivator for Climate Justice, Mark A. Mitchell, *Daedalus* Fall 2020, <https://www.amacad.org/publication/racism-motivator-climate-justice>

Bullard, R. D. (2005). *The quest for environmental justice: Human rights and the politics of pollution* (1st ed.).

Policy Memo 1 Assigned February 9th.

February 10th Normative accounts of the politics of climate

Learning Objectives

-Identify different normative criteria that are useful for understanding the politics of climate change

-Identify limitations of these approaches across different environment and climate topics.

Readings

Gardiner, Stephen M. "Ethics and climate change: an introduction." *Wiley Interdisciplinary Reviews: Climate Change* 1.1 (2010): 54-66. <https://doi.org/10.1002/wcc.16> <https://wires-onlinelibrary-wiley-com.ezp-prod1.hul.harvard.edu/doi/pdfdirect/10.1002/wcc.16>

Highly Recommended Readings

Political Theory on Climate Change, Melissa Lane, *Annual Review of Political Science*, Vol. 19, 2016, <https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-042114-015427>

Recommended Readings

“The Political Theory of Climate Change: State of the Field”, Melissa Lane and Nancy Rosenblum, <https://www.ssrc.org/programs/anxieties-of-democracy/working-group-on-climate-change/climate-change-reports/>

Caney, Simon, "Just Emissions," *Philosophy and Public Affairs* 40 (2012) 255-300

Shue, Henry, "Subsistence Emissions and Luxury Emissions," *Law and Policy* 15 (1993): 39-59.

John Barry, Arthur P.J. Mol & Anthony R. Zito (2013) Climate change ethics, rights, and policies: an introduction, *Environmental Politics*, 22:3, 361-376, DOI: [10.1080/09644016.2013.788861](https://doi.org/10.1080/09644016.2013.788861)

Review Session

-Content review

-Discuss ways your hometown has changed—or is expected to change—due to economic transitions, impacts of climate change.

Week 4 International and Technology Context

February 15th Borders, and the International Political Context

Learning Objectives

-Why does the physical science of climate change make climate change an international problem? Are there parts of this that will make it easier, or harder, for governments to address?

-Why is the international political context of climate change a challenge?

Readings

Aklin, M. and Mildenerger, 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.

Peters, Glen P, Jan C Minx, Christopher L Weber and Ottmar Edenhofer. 2011. "Growth in emission transfers via international trade from 1990 to 2008." *Proceedings of the national academy of sciences* 108(21):8903–8908.

Recommended Readings

Kennard, Amanda and Keith Schnakenberg "Global Climate Policy and Collective Action: A Comment" *Revise & Resubmit, Global Environmental Politics*.

Victor, D. G. (2011). *Global warming gridlock: creating more effective strategies for protecting the planet*. Cambridge University Press.

Scott Barrett, *Climate treaties and the imperative of enforcement*, 24 *Oxford Review of Economic Policy* 239 (2008)

Milkoreit, Manjana. "The Paris Agreement on Climate Change—Made in USA?." *Perspectives on Politics* 17.4 (2019): 1019-1037.

Jason Bordoff and Meghan L. O’Sullivan, “[Green Upheaval The New Geopolitics of Energy](#)”, *Foreign Affairs*, January/February 2022

Monogan III, J. E., Konisky, D. M., & Woods, N. D. (2017). Gone with the wind: federalism and the strategic location of air polluters. *American Journal of Political Science*, 61(2), 257-270.

Konisky, D. M., & Woods, N. D. (2010). Exporting air pollution? Regulatory enforcement and environmental free riding in the United States. *Political Research Quarterly*, 63(4), 771-782.

February 17th The Political Economy of Technology

Learning Objectives

- Know key energy and remediation technologies and understand their capacities and internal costs and external costs.
- What is our current energy mix (in the US, globally)? What is it projected to be moving forward? What lifts are required to make that happen?
- Understand the main policy levers available to governments in shaping the industry and consumer decision-making: taxes, investment or subsidies, standards, regulations, and public ownership.
- Understand the distributional effects of policies on different sectors and interests in the economy (consumers v. producers, high v. low income, etc.)

Readings

Jaffe, Adam B, and Robert N Stavins. “The Energy Paradox and the Diffusion of Conservation Technology.” *Resource and Energy Economics* 16 (1994): 91–122.

Recommended Readings

Deutch, J. M., & Lester, R. K. (2004). *Making technology work: applications in energy and the environment*. Cambridge University Press.

Review Session: Content Review

Policy memo 1 due February 17th by 11:59PM Eastern Standard Time

Section 2: The politics of addressing climate change

Week 5 Cities and Local Politics

February 22nd The unavoidable importance of cities

Learning Objectives

-Understand the basic role of local governments in planning and development. How planners control individuals of individual parcels of land, but must constantly deal with broader economic and social forces at work in an urban area.

-Understand different planning approaches: top-down and bottom-up planning, consensus planning, centralized and fragmenting budgeting.

-Understand the planning paradox: making decisions attuned to the interests of existing stakeholders and planning to change the urban area to adapt to a changing economic, environmental, and social forces.

-Understand how climate change affects different cities' environments and economies and, thus, changes the agendas of city governments.

-Understand the linkages between cities and surrounding suburban and rural areas. How do cities affect the economies of surrounding areas? How do cities depend on these surrounding areas? How do these surrounding areas (especially suburbs) rely on cities? How do land use changes in surrounding areas lead to changes in cities?

Readings

Joan Clos, COP21 to New Urban Agenda. <https://www.un.org/en/chronicle/article/cop21-new-urban-agenda>

Graham Floater and Philipp Rode, "Cities and the New Climate Economy: The Transformative Role of Global Urban Growth" NCE Cities – Paper 01. London School of Economics. <https://lsecities.net/wp-content/uploads/2014/12/The-Transformative-Role-of-Global-Urban-Growth-01.pdf>

Graham Floater and Philipp Rode, "Steering Urban Growth: Governance, Policy and Finance" NCE Cities – Paper 02. London School of Economics. <https://lsecities.net/wp-content/uploads/2014/12/Steering-Urban-Growth-02.pdf>

Recommended Readings

Work through the website at C40 Knowledge. https://www.c40knowledgehub.org/s/?language=en_US

Sommer, L. (2020, August 6). Why Sprawl Could Be The Next Big Climate Change Battle. NPR. <https://www.npr.org/2020/08/06/812199726/why-sprawl-could-be-the-next-big-climate-change-battle>

February 24th Boston Project Kickoff

(Extension School students strongly encouraged to watch)

Review Session:

TBD

Extension School Group Policy Project groups submitted by February 24th

Week 6 Regional and National Context

March 1st Changing the Local Agenda: Adaptation planning

Learning Objectives

- Identify ways that climate change poses risks to local areas (e.g., storms, droughts, floods). What are the greatest climate risks in the places you call home? In Cambridge, MA (a place defined by a “river” which was originally a wetland until we dammed it)?
- Understand which levels of government are responsible for responding to those risks, and what their capacities for response are. How do different levels of government share responsibility? How do they coordinate between different agencies and industries to implement adaptation measures?
- Explain what resilience planning means, and how cities develop resilience plans.
- How does a transition away from fossil-fuels change local economies, and how must cities in energy producing areas change their economies? What happens to workers?

Readings

John McPhee, “Atchafalaya” from *The Control of Nature*. Farrar, Straus, Giroux, 1987. .
<https://www.newyorker.com/magazine/1987/02/23/atchafalaya>

<https://legal-planet.org/2018/12/05/were-never-going-to-meet-our-ghg-transportation-goals-until-we-radically-rethink-our-cities/>

Recommended Readings

Kurlansky, Mark. *Cod: A Biography of the Fish that Changed the World*

Extension School Group Policy Project proposals due March 2nd

March 3rd

The Appalachian Carbon Transition

Learning Objectives

- Identify “easy political wins” to transition local fossil fuel industries and workers in this region. What are the not easy wins.
- What makes fossil energy jobs often so entrenched despite their relatively small employee base nationally?
- Identify the sources of credibility problems in the transition of the SWPA economy away from fossil fuels

Readings

Roosevelt Project, Appalachia/SWPA Chapter, <http://ceepr.mit.edu/roosevelt-project/about-the-project>

Recommended Readings

<https://www.brookings.edu/research/the-case-for-us-cooperation-with-india-on-a-just-transition-away-from-coal/>

Other Roosevelt chapters at <http://ceepr.mit.edu/roosevelt-project/about-the-project>

Review Session

TBD

Week 7 Class/Group Projects

This week students will have an opportunity to work in class together on the Boston Project. Extension School students should use this time to work on their group projects.

March 8th

Group work

March 10th

Group work

Week 8 Spring Break

Spring Break!

Week 9 National Politics Continued

This week students will have an opportunity to work in class together on the Boston Project. Extension School students should use this time to work on their group projects.

March 22nd National policy making

Learning Objectives

- Understand the role of national policy making in *setting incentives* for industry and consumers.
- Understand what actors are involved in different areas of federal government and their communication with each other.
- What are the Clean Air Act and Clean Water Act and what powers do they give to the federal government in regulating pollution? How effective have these been? How does the EPA operate? How did Massachusetts v. EPA give the EPA the power to regulate carbon emissions?
- Who are the key rule-makers in the bureaucracy? How does rule making differ from legislation? Why do we need both to move forward?

Readings

Rabe, B. G. (2004). *Statehouse and greenhouse: The emerging politics of American climate change policy*. Brookings Institution Press. Chapters 1, 2, and 3.

Recommended Readings

Leah Cardamore Stokes (2020), *Short Circuiting Policy: interest groups and the battle over clean energy and climate policy in the American states*, MIT Press

<https://hbswk.hbs.edu/item/who-pays-for-wildfire-and-hurricane-damage-everyone>

Rabe, B. G. (2004). *Statehouse and greenhouse: The emerging politics of American climate change policy*. Brookings Institution Press, remaining chapters.

Review Session

Content review.

March 24th Consumers and Voters

Learning Objectives

- Identify the advantages and disadvantages the mass public has in influencing policy
- Explain why individuals might not be motivated to change their behavior
- Identify regional differences in public opinion on climate policy

- Discuss how people act differently as consumers and as voters

Readings

Ansolabehere S, Konisky DM. Cheap and Clean: How Americans Think about Energy in the Age of Global Warming. Cambridge: MIT Press; 2014, Chapters 3, 4, and 5 (page 41 - 124)

Gaikwad, N., Genovese, F., & Tingley, D. (Working Paper). Creating Climate Coalitions: Mass Preferences for Compensating Vulnerability in the World's Two Largest Democracies.

Recommended Readings

Javeline, Debra, Tracy Kijewski-Correa, and Angela Chesler. 2019. "Does It Matter If You 'Believe' in Climate Change? Not for Coastal Home Vulnerability." *Climatic Change* 155(4): 511–532.

Malhotra, Neil, Benoît Monin, and Michael Tomz. "Does private regulation preempt public regulation?." *American Political Science Review* 113.1 (2019): 19-37.

Climate Change: US Public Opinion, Patrick J. Egan and Megan Mullin, *Annual Review of Political Science* Vol. 20, 2017

Victor, D. G., Zaelke, D., & Ramanathan, V. (2015). Soot and short-lived pollutants provide political opportunity. *Nature Climate Change*, 5(9), 796-798.

Review Session:

Exercise evaluating a city plan/how to analyze one.

Week 10 Implementation Domestically and Internationally

March 29th Implementation: How do Governments and the International system make, or do not make, things happen?

Learning Objectives

- Differentiate between law making, rule making, and enforcement
- Differentiate between different types of international treaties and how they work
- Identify the different types of challenges that enforcement has depending on the types of environmental problem
- Identify core pieces of legislation, court cases, and treaties and articulate their importance

Readings

Keohane, R. O., & Victor, D. G. (2016). Cooperation and discord in global climate policy. *Nature Climate Change*, 6(6), 570-575.

Transnational Actors and Transnational Governance in Global Environmental Politics, Thomas Hale, *Annual Review of Political Science*, Vol. 23, 2020,
<https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-050718-032644>

Jody Freeman and Adrian Vermeule, “Massachusetts v. EPA: From Politics to Expertise”
Supreme Court Review 2007. <https://doi.org/10.1086/655170>

Recommended readings

“Rethinking Approaches to Climate Change Policy”, Scott Barrett, Jessica Green, Robert O. Keohane, and Michael Oppenheimer, <https://www.ssrc.org/programs/anxieties-of-democracy/working-group-on-climate-change/climate-change-reports/>

Stavins, Robert N. and Robert C. Stowe, eds. “The Paris Agreement and Beyond: International Climate Change Policy Post-2020.” Paper, Harvard Project on Climate Agreements, Belfer Center, October 2016.

<https://bostonreview.net/forum/charles-sabel-david-g-victor-how-fix-climate>

Matto Mildenerger (2020), *Carbon Captured: how business and labor control climate politics*, MIT Press

Konisky, D. M. (2007). Regulatory competition and environmental enforcement: Is there a race to the bottom?. *American Journal of Political Science*, 51(4), 853-872.

Victor, D. G., Akimoto, K., Kaya, Y., Yamaguchi, M., Cullenward, D., & Hepburn, C. (2017). Prove Paris was more than paper promises. *Nature News*, 548(7665), 25.

Tingley, D., & Tomz, M. (Forthcoming). The Effects of Naming and Shaming on Public Support for Compliance with International Agreements: An Experimental Analysis of the Paris Agreement. *International Organization*.

Tingley, D., & Tomz, M. (2020). International Commitments and Domestic Opinion: The Effect of the Paris Agreement on Public Support for Policies to Address Climate Change. *Environmental Politics*, 29 (7), 1135-1156

The Collapse of the Kyoto Protocol and the Struggle to Slow Global Warming, David G. Victor
Cullenward, D., & Victor, D. G. (2020). *Making climate policy work*. John Wiley & Sons.

“Save the Environment, Save American Democracy How a Pro-Climate Vision Can Strengthen America’s Social Fabric, Robert O. Keohane and Jeff D. Colgan, *Foreign Affairs*, <https://www.foreignaffairs.com/articles/united-states/2021-09-20/save-environment-save-american-democracy>.

Understanding Multilateral Institutions in Easy and Hard Times, Robert O. Keohane, *Annual Review of Political Science*, Vol. 23, 2020,
<https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-050918-042625>

Policy Memo 2 Assigned March 30th

March 31st Montreal Protocol Simulation

In class negotiation for Harvard College students.

Review Session: Content Review/Simulation Debrief

Extension School Group Policy project due March 31st

Section 3: Climate Change will affect Politics/Governance

Week 11 Changing the agenda and governance

April 5 US States and a Federal Context

Learning Objectives

- Understand how cross-state cooperation occurs, and why it is difficult to build initiatives across state borders.
- Understand the pressure to race to the bottom in environmental regulations in order to compete economically. In what ways does this idea fit and not fit the ways the US states function?
- Understand FERC and state regulation and development of the grid
- The states are also areas where there is a great deal of experimentation. Some states are surprising leaders in development and deployment of alternative energy technologies, such as Texas and Iowa.
- How can state regulatory capacity slow solutions to problems? In what ways are states places where stakeholders can negotiate new approaches and policies?

Readings

Rabe, B. G. (2004). *Statehouse and greenhouse: The emerging politics of American climate change policy*. Brookings Institution Press, Chapters 4, 5, and 6.

Recommended Readings

Leah Cardamone Stokes (2020), *Short Circuiting Policy: interest groups and the battle over clean energy and climate policy in the American states*, MIT Press

<https://hbswk.hbs.edu/item/who-pays-for-wildfire-and-hurricane-damage-everyone?>

Cooperman, Alicia, 2022, “(Un)Natural Disasters: Electoral Cycles in Disaster Relief”, *Comparative Political Studies*. January. doi:10.1177/00104140211047410

April 7 Climate Impacts on Governance and Government Capacity

Learning Objectives

- Identify what governance and government capacity is and why it matters
- Identify how climate change is creating new governance challenges domestically and internationally

Readings

Ezra Klein, What if American Democracy Fails the Climate Crisis?

<https://www.nytimes.com/2021/06/22/magazine/ezra-klein-climate-crisis.html>

Obradovich, N., Tingley, D., & Rahwan, I. (2018). Effects of environmental stressors on daily governance. *Proceedings of the National Academy of Sciences*, 115 (35), 8710-8715.

Belcher, O., Neimark, B., & Bigger, P. (2020). The US military is not sustainable. *Science*, 367(6481), 989-990.

<https://www.nytimes.com/2021/10/01/opinion/climate-change-geoengineering.html>

Recommended Readings

Mittiga, Ross. 2021. Political Legitimacy, Authoritarianism, and Climate Change. *American Political Science Review*, 1-14. doi:10.1017/S0003055421001301

<https://ceobs.org/the-militarys-contribution-to-climate-change/>

Emily Farris, Future directions in civil-military responses to natural disasters

<https://www.brookings.edu/wp-content/uploads/2016/06/05-civ-mil-disasters-farris.pdf>

<https://gwagner.com/books/geoengineering-the-gamble/>; <https://gwagner.com/talk-geoengineering>

Jesse L. Reynolds and Gernot Wagner. Highly decentralized solar geoengineering. *Environmental Politics*, DOI: 10.1080/09644016.2019.1648169

<https://www.defenseone.com/technology/2021/08/climate-change-already-disrupting-military-it-will-get-worse-officials-say/184416/>

Deutsch, Judith. 2016. The Military’s ‘Securitization’ of Climate Change. *Counterpunch*, May 5.

The National Intelligence Council. 2021. *Global Trends 2040*. Section 1, Section 2.3 (Environment and Energy), Section 4 (Looking to the Future)

<https://ceobs.org/the-militarys-contribution-to-climate-change/>

<https://ceobs.org/topics/military-and-the-environment/>

<https://www.newsecuritybeat.org/2018/02/climate-change-complicate-politics-u-s-military-bases/>

Review Session

Content review

Policy Memo 2 Due April 7th by 11:59PM Eastern Standard Time.

Week 12 Natural resources and non-violent impacts

April 12 The politics of water in an era of climate change

Learning Objectives

- Identify how property rights—and battles over them—influence the politics of water
- Understand how cross-border flows of water can create opportunities for international conflict and cooperation
- Where are American cities already running out of water? International “day zeros” for water? What do they mean in practice? Mexico City: huge shortages of clean water—those who can’t afford it don’t get it. Prices going higher and higher

Readings

<https://www-economist-com.ezp-prod1.hul.harvard.edu/asia/2014/11/27/water-in-them-hills>

<https://www-economist-com.ezp-prod1.hul.harvard.edu/the-economist-explains/2021/02/11/why-is-the-grand-ethiopian-renaissance-dam-contentious>

<https://www.nytimes.com/2021/10/17/us/san-diego-drought.html>

Explained, “Worlds Water Crisis”. Netflix. April 2020,
<https://www.youtube.com/watch?v=C65iqOSCZOY>

Recommended Readings

Tir, Jaroslav, and Douglass Stinnett. 2012. Weathering Climate Change: Can Institutions Mitigate International Water Conflict? *Journal of Peace Research* 49 (1): 211-225.

Gleick, Peter H. 1993. Water and Conflict: Fresh Water Resources and International Security. *International Security* 18 (1): 79-112.

<https://www.youtube.com/watch?v=glgCA9WmqkI> – “The War for Australia’s Water”

Graduate Policy Memo Assigned April 13th.

April 14 Non-violent impacts of climate change that have political consequences

Learning Objectives

- Identify impacts that climate change will have that can then lead to political problems
- Evaluate which problems might arise sooner than later, and which will have the clearest impacts on politics
- Identify political and other solutions that might dampen the effects of these factors on political outcomes

Readings

<https://www-economist-com.ezp-prod1.hul.harvard.edu/schools-brief/2020/05/16/damage-from-climate-change-will-be-widespread-and-sometimes-surprising>

Black, Richard, Stephen R. G. Bennett, Sandy M. Thomas and John R. Beddington. 2011. Climate Change: Migration as Adaptation. *Nature* 478: 447-449.

H. Benveniste, M. Oppenheimer, M. Fleurbaey (2020). Effect of Border Policy on Exposure and Vulnerability to Climate Change. *Proceedings of the National Academy of Sciences*, 117 (43), 26692-26702. doi: 10.1073/pnas.2007597117.

Recommended Readings

World Bank. 2011. Climate Change, Natural Disasters and the Urban Poor.

<https://www.climateone.org/audio/climate-winners-and-losers>

Krane, J., & Idel, R. (2021). More transitions, less risk: How renewable energy reduces risks from mining, trade and political dependence. *Energy Research & Social Science*, 82, 102311. <https://www.sciencedirect.com/science/article/pii/S2214629621004035?dgcid=author>

H. Benveniste, J. Crespo Cuaresma, M. Gidden, R. Mutarak (2021). Tracing International Migration in Projections of Income Levels and Inequality across the Shared Socioeconomic Pathways. *Climatic Change*, 166 (39). doi: 10.1007/s10584-021-03133-w.

Review Session

Content review

April 19 Climate change, the environment, and violent conflict

Learning objectives

- Identify the mechanisms linking climate change and violent conflict at multiple levels (individual, intrastate, interstate)
- Explain how conflict can exacerbate problems induced by climate change, potentially leading to a vicious cycle

Readings

Climate Change and Conflict, Vally Koubi, Annual Review of Political Science, Vol. 22, 2019, <https://www.annualreviews.org/doi/pdf/10.1146/annurev-polisci-050317-070830>

Climate and Conflict Marshall Burke, Solomon M. Hsiang, Edward Miguel Annual Review of Economics 2015 7:1, 577-617 <https://www.annualreviews.org/doi/full/10.1146/annurev-economics-080614-115430>

Busby, Joshua W. 2021. Beyond Internal Conflict: The Emergent Practice of Climate Security. Journal of Peace Research. DOI: 10.1177/0022343320971019.

Recommended Readings

Mach, K.J., Kraan, C.M., Adger, W.N. *et al.* Climate as a risk factor for armed conflict. *Nature* 571, 193–197 (2019). <https://doi.org/10.1038/s41586-019-1300-6>
<https://www.nature.com/articles/s41586-019-1300-6>

Civil conflicts are associated with the global climate Solomon M. Hsiang, Kyle C. Meng & Mark A. Cane <https://www.nature.com/articles/nature10311> (letter review at <https://www.nature.com/articles/476406a>)

Insurgency, Terrorism and Organized Crime in a Warming Climate https://climate-diplomacy.org/sites/default/files/2020-10/CD%20Report_Insurgency_170724_web.pdf, summary at <https://www.youtube.com/watch?v=CwqNrR2H6xk>

Selby, Jan, and Mike Hulme. 2015. Is Climate Change Really to Blame for Syria's Civil War? The Guardian, November 29

Hendrix, Cullen S., and Stephan Haggard. 2015. Global Food Prices, Regime Type, and Urban Unrest in the Developing World. *Journal of Peace Research* 52 (2): 143-157

Perez, Ines. 2013. Climate Change and Rising Food Prices Heightened Arab Spring. *Scientific American*, March 4.

Glaser, Sarah M., Cullen S. Hendrix, Brittany Franck, Karin Wedig, and Les Kaufman. 2019. Armed Conflict and Fisheries in the Lake Victoria Basin. *Ecology and Society* 24 (1).

Al-Jazeera Television. 2011. Inside Story - Is Climate Change a Global Security Threat?

<https://tipofthesphere.substack.com/p/climate-security-bookshelf>

Burke, M., González, F., Baylis, P., Heft-Neal, S., Baysan, C., Basu, S., & Hsiang, S. (2018). Higher temperatures increase suicide rates in the United States and Mexico. *Nature climate change*, 8(8), 723-729.

April 22 Boston Project Presentation

Review Session

TBD

Graduate Policy Memo Due April 22nd by 11:59PM EST

Week 14 Conclusion of Class

April 26th Last day of class (Tuesday)

Debrief on course and next steps/opportunities.

Readings

“Witnessing for the Middle to Depolarize the Climate Change Conversation”, Daedulus Fall 2020, Robert Harry Socolow, <https://www.amacad.org/publication/witnessing-middle-depolarize-climate-change-conversation>

“Less Talk, More Walk: Why Climate Change Demands Activism in the Academy”, Jessica F. Green, Daedulus Fall 2020, <https://www.amacad.org/publication/climate-change-demands-activism-academy>

Recommended Readings

“A Conversation”, Nancy Lipton Rosenblum and Rafe Pomerance, Daedulus Fall 2020, <https://www.amacad.org/publication/conversation-rosenblum-pomerance>

Final Exam (TBD)