

**THE UNIVERSITY OF BRITISH COLUMBIA**

**POLITICAL SCIENCE 351 001**

**Tu, Th 4:30-6:00 pm**

**FALL 2020**

**Instructor:**

Professor Kathryn Harrison (she/her)

Office Hours: Tuesday 8:30-9:30 am, Thursday 6:00-7:00 pm, or by appointment

Email: [Kathryn.Harrison@ubc.ca](mailto:Kathryn.Harrison@ubc.ca)

**Teaching Assistant:**

Name: Meghan Wise (she/her)

Email: [mwise001@mail.ubc.ca](mailto:mwise001@mail.ubc.ca)

Office Hours : Thursday 10:00-11:00 am, or by appointment

**Calendar Course Description:**

Domestic and international determinants of environmental policy; alternative approaches to environmental protection. The sustainable development paradigm; public opinion and interest group pressures; risk assessment; mandatory, voluntary and market-based policy instruments.

The course will illustrate environmental policy concepts throughout the course using climate change policy.

**Course Learning Objectives:**

This course has 4 core learning objectives. Students will be able to:

1. Critically consider and discuss climate policy with fellow citizens. Our focus will be advanced industrialized countries, in particular Canada and the US, with some attention to Australia and Ireland. This is *not* to suggest that the rest of the world is not just as important, but wealthy countries have the highest per capita and historical emissions, and thus greatest responsibility to act.
2. Define and explain the meaning of various environmental policy concepts, including but not limited to the tragedy of the commons, climate justice, collective action, carbon pricing and other environmental policy instruments.
3. Analyse the obstacles to *and opportunities for* implementation of more effective climate policy, drawing on political science scholarship concerning political institutions, interest group politics, and public opinion.

4. More effectively communicate their ideas about climate policy both orally and in writing.

### **Prerequisites:**

Enrolment is restricted to students in year 3 or above. Students who do not have prior background in political science are definitely welcome in the course. Optional readings are recommended for a few classes for those who don't have prior political science background. And when in doubt, don't hesitate to ask me or the course TA questions.

### **Course Format:**

The format of the course will be two 80-minute class sessions per week. The class will be "live" at those times via Collaborate Ultra, but classes will be recorded and available on Canvas for those who location/time zones precludes regular attendance at the scheduled time. We will post reminders and updates in the Module for each week of classes.

We will ask students to tell us whether they intend to take the course in synchronous or asynchronous format. We are not taking attendance and recordings will be available for all. However, we will often do in-class exercises for which it will be useful to know how many students to expect "live," and also to know when students will be taking quizzes.

For students attending synchronous sessions, if you lose connectivity just do your best to rejoin the class as soon as you can. If all else fails, there will always be a recording of the lecture so you can catch up on anything you missed. The one time the stakes will be higher is the simulations, for which one person will be speaking on behalf of the group in each segment. Of course, if someone cuts out temporarily, we'll come back to them as soon as they reconnect. Groups should consider designating speakers with more reliable internet connections, but also be prepared with backup by sharing notes, just in case.

If *I* cut out mid lecture, of course I'll try to do everything in my power to reconnect. I may on occasion revert to voice only if there's a bandwidth issue. Please wait 5 to 10 minutes before leaving class as I'll be rebooting, panicking, whatever! Worse comes to worse, I will record and share a video of the rest of that particular lecture.

Students participating asynchronously – and indeed all students -- will be able to pose questions and comment on the classes and readings via weekly discussion boards in Canvas, which will be monitored by the instructor and TA. Of course there are also office hours for one-to-one discussion.

The course also includes two 3-hour synchronous simulations in November. Each student is required to participate as part of a group live in one of those simulations, and to watch a video of the other simulation. Given the challenge of scheduling simulations for students scattered around the globe and taking other courses, both will be held on a Saturday, one early in the day and the other late in the day. (Regularly scheduled classes are cancelled to compensate for the Saturday timing.) Students will have an opportunity

to express their preference, both for simulation topic and group, but priority will be given to those whose time zones create a better fit for one than the other. We'll do our best to form simulation groups of students in similar time zones, to facilitate group meetings and real-time engagement.

Students are not required to have their web cams turned on. I have found that seeing each other's faces can be helpful in facilitating communication – indeed, I will be missing all the wordless feedback I get from seeing students' faces during a lecture, but I understand that not everyone will have sufficient bandwidth for video. Students should also realize that their faces and backgrounds may be visible in course recordings that will be posted on canvas if their cameras are on. Kids and pets are especially welcome in class this term, but please be sure everyone in your household is forewarned if your camera will be on. (We should be so lucky to have our own version of that feisty little BBC girl!)

The following message is provided by the University to all students:

*During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom).*

*Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>*

### **Required Texts:**

Many of the assigned readings and videos are open access. Hot links are provided in the syllabus. Other readings will be available via the library link on the Connect website.

Please be sure to check the syllabus before each class, and to do the readings *in advance*.

Although there are no prerequisites for this course, the following is recommended for students who have not previously taken any courses in Political Science. The relevant chapters are in the Library Course Reserve for this course.

Patrick Malcolmson, Richard Myers, Gerald Baier, and Tom Bateman. *The Canadian Regime: An Introduction to Parliamentary Government in Canada*. 6<sup>th</sup> Ed. Toronto: University of Toronto Press.

### **Course Assignments, Due Dates and Grading:**

There will no exams in the course. Instead, I've included a mix of small assignments and quizzes throughout the course. Students are responsible for material covered in class as well as in the assigned readings.

Grades will be determined as follows:

a. Peer engagement (in class and/or on Canvas)	3%
b. Mini Assignments (best 3 of 4)	10%
c. Quizzes (best 3 of 4)	15%
d. Simulation (group assignments)	
Questions and work plan	5%
Goals and Challenges	5%
Position Statement	12%
Participation in Simulation	15%
e. Term Paper	35%

### **Acknowledgement**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

I will be teaching from my home in Vancouver, which is on the traditional, ancestral, and unceded territories of the Musqueam, Tsleil Waututh, and Squamish peoples.

### **General Academic Policies**

Regular attendance or viewing of class recordings is expected. All major assignments (simulation assignments and term paper) must be completed.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA, and thereafter to the course instructor. If the student remains unsatisfied with this process, they may proceed to the head of the department or further to a formal committee established in accordance with University

policies.

### **What should you call me?**

Please refer to me as Professor or Dr. Harrison. (I recommend that students use that more formal address in other classes as well, unless your instructors have suggested otherwise.) This is not because I feel a need to highlight my title, which I don't use in other settings, but rather an acknowledgement of our relationship in this course. In my experience students whose first language is other than English sometimes use "Mrs," as that is a title of respect in their first language (e.g., Madame.) To forewarn you, that is not standard practice in English Canada, and definitely not in a university setting.

### **Academic accommodations and concessions.**

#### Academic Accommodation for Students with Disabilities:

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment.

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

#### Academic Accommodations for Religious or Spiritual Experiences

The University complies with the BC Human Rights Code in accommodating students' observances of sincerely held religious beliefs. If you would like to request an academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

#### Other Academic Concessions

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession. See also the Pandemic section below!

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession.

For more information on concessions, please see:

<https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

### **Illness and Absence**

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

### **Reach out and ask for help if you need it**

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.

For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

### **Course specific policies:**

If you miss marked coursework for the first time and the course is still in-progress, immediately submit a [Student Self-Declaration](#) to me so that your in-term concession case can be evaluated.

Please note, though, that late short assignments will not be accepted, since the point is to prepare for in-class exercises or discussions on the date they are due. Similarly, quizzes must be completed in a scheduled period, though the schedule will be different (as will the quiz) for those in different time zones.

If this is not the first time you have requested concession or classes are over, fill out Arts Academic Advising's [online academic concession form](#) immediately, so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

### **University Values and Priorities:**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#) (<https://senate.ubc.ca/policies-resources-support-student-success>).

### **Teaching and Learning in the Time of COVID-19**

This is certainly not a normal academic year. Although this course, including the simulations, went online for the final weeks of the spring 2020 term, I have no doubt that we will encounter hiccups over the term. In addition to learning about climate policy, we're also learning how to teach and study online, and in a pandemic.

We will all make mistakes (me too!). Complications will arise. Students may have kids doing online school or challenging living situations. I hope we can all support each other and generally cut each other slack.

Since the course is online, I've included lots of small assignments and quizzes to try to help everyone stay on track throughout the term. The weighting of quizzes and mini-assignments acknowledges that things are likely to be a more unpredictable than usual for everyone, so everyone can drop a couple. But the frequency also means that you'll need to catch up, rather than letting things slide.

Staying in touch with your simulation group will be particularly important. If something comes up, please keep either your group members or me (confidentially) posted. If a group member has gone AWOL, please let me know, since I can reach out to check on them.

To sum up, if you find that you are encountering challenges in the course – physical or mental health, family/living situation, academic – please let me or Meghan know as soon as possible. Every problem is easier to resolve or accommodate the sooner we tackle it together. We're here to support you!

### **Academic Integrity and Responsibility**

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities (synchronously or asynchronously) and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and if so will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines and engaging in class activities to the best of your ability, including group work to prepare for a simulation. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your group members and/or your instructor or TA before the deadline or absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

### **TurnItIn**

In accordance with Political Science Departmental policy, in this course you will be required to submit your research paper and the simulation group's position statement in electronic form to a service called TurnItIn. UBC subscribes to this service, which checks



written material for originality by searching for matching text. This service is in increasing use in universities as protection for students against the impact of academic fraud on scholarship competitions, graduate and law school admissions, and degree reputation. Students will submit their research papers to the TurnItIn website, where software scans the paper against a database which includes public websites, paper writing services, essays submitted to TurnItIn, and journal articles. The service then produces a report on the paper's originality. The instructor will review the reports, and where necessary, the papers themselves.

Please note that TurnItIn stores information on servers that reside in the United States. If you do not wish to use your name when creating your TurnItIn account, please use an alias and inform both the instructor and teaching assistant of your alias. You may also wish to use a non-identifying email account.

**Students are required to upload their paper to Canvas and submit the identical paper electronically to TurnItIn.** Both must be submitted by the deadline.

Still a little uncertain or paranoid about what constitutes plagiarism? For a quick refresher visit: <http://sja.ucdavis.edu/files/plagiarism.pdf>.

To submit your paper to TurnItIn, log on to the TurnItIn site, at: [www.turnitin.com](http://www.turnitin.com)

You will be asked to create a unique "user profile," consisting of an ID (e-mail address) and password (see upper right hand corner of the TurnItIn homepage). Once this ID is created, you will be able to add courses to your profile. To add a course, you will need the "course ID" and "enrolment key":

**Course ID: 26297858**

**Enrolment key: climate**

Once added to a course, you will be able to submit your research paper to the service.

You can submit a paper in two ways:

- File Upload - Turnitin currently accepts submissions in Microsoft Word, WordPerfect, RTF, PDF, PostScript, plain text, and HTML formats.
- Cut and Paste - You can cut and paste the text of your submission into a text box

Note: Ensure that your name and identifying information does not appear in the document you submit.

Assignments are not accessible to the public once submitted to TurnItIn, and you, as the author, retain ownership of your original material. Your work will be added to TurnItIn's archive for comparison against subsequently submitted material, thus ensuring that your work is not plagiarized.

## Respectful University Environment

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

The same principles apply online (synchronous and asynchronous) as for in-person classes.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC’s Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

## Equity and Harassment

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC’s Policy #3 on Discrimination and Harassment defines harassment as: “unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents.” Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

Resources are available at:

Sexual Assault Support Centre, (SASC)  
249M, Student Union Building, UBC  
604-827-5180  
sasc@ams.ubc.ca  
<http://amssasc.ca>

Equity and Inclusion Office  
2306 – 1874 East Mall (Brock Hall)  
604.822.6353  
equity@equity.ubc.ca  
<http://equity.ubc.ca>

## Class Schedule and Readings

### Students should check Canvas announcements for any changes!

#### September 10 – Introduction, Climate Science Fundamentals

Please read the syllabus!

The Economist, “The Past, Present and Future of Climate Change,” 21 September 2019.  
<https://www.economist.com/briefing/2019/09/21/the-past-present-and-future-of-climate-change>

Katharine Wilkinson, “The Woman Who Discovered the Cause of Global Warming Was Long Overlooked. Her Story Is a Reminder to Champion All Women Leading on Climate,” Time, 17 July 2019. <https://time.com/5626806/eunice-foote-women-climate-science/>

Rob Law, “I have felt hopelessness over climate change: Here is how we move beyond the immense grief,” The Guardian, 9 May 2019.  
<https://www.theguardian.com/commentisfree/2019/may/09/i-have-felt-hopelessness-over-climate-change-here-is-how-we-move-past-the-immense-grief>

Recommended:

IPCC, 2018: Summary for Policymakers. In: Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty [Masson-Delmotte, V., P. Zhai, H.-O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J.B.R. Matthews, Y. Chen, X. Zhou, M.I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, and T. Waterfield (eds.)]. Online at [https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15\\_SPM\\_version\\_report\\_LR.pdf](https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15_SPM_version_report_LR.pdf)

#### September 15 – A Tale of Two Countries

### Mini assignment 1 due at 4:30 (no late submissions)

Recommended:

Kathryn Harrison, “The Struggle of Ideas and Self-Interest in Canadian Climate Policy,” in Kathryn Harrison and Lisa McIntosh Sundstrom, eds., *Global Commons, Domestic Decisions: The Comparative Politics of Climate Change*. Cambridge, MA: MIT Press, 2010, pp 169-200.

## September 17 – Tragedy of the Commons

### **Online exercise**

Matto Mildenberger. 2018. “The Tragedy of the Tragedy of the Commons.” *Scientific American Blog Network*, <https://blogs.scientificamerican.com/voices/the-tragedy-of-the-tragedy-of-the-commons/>.

Ostrom, Elinor et al. 1999. “Revisiting the Commons: Local Lessons, Global Challenges.” *Science* 284: 278-282.

Recommended (if inclined, after reading Mildenberger first!):

Garret Hardin, 1968. “The Tragedy of the Commons.” *Science* 162: 1243-8.

## September 22 – International Climate Justice

### **Mini Assignment 2 due at 4:30 (no late submissions accepted)**

## September 24 – The International Context

Robert Falkner. “The Paris Agreement and the New Logic of International Climate Politics.” *International Affairs* 92 (2016): 1107-1125.

Kathryn Harrison, op-eds in the *Vancouver Sun* from COP-25:

- <https://vancouversun.com/opinion/op-ed/kathryn-harrison-about-all-those-acronyms-at-a-climate-conference>
- <https://vancouversun.com/opinion/op-ed/kathryn-harrison-why-all-the-fuss-about-article-6-at-cop-25>
- <https://vancouversun.com/opinion/op-ed/kathryn-harrison-the-paris-agreement-emissions-trading-regime-whats-in-it-and-not-for-canada>
- <https://vancouversun.com/opinion/op-ed/kathryn-harrison-hope-for-the-future-thanks-to-kids-at-climate-change-conference>

## September 29 – Typology of Climate Policy Instruments

### **Quiz #1 (climate science, climate justice, international context)**

Pan-Canadian Framework on Clean Growth and Climate Change:  
<https://www.canada.ca/en/services/environment/weather/climatechange/pan-canadian-framework/climate-change-plan.html>

## October 1 – Carbon Pricing

**Simulation group introductions (15 minutes). Students attending at 4:30 should make an extra effort to attend this class to meet their group. We’ll schedule early**

**and late in the day group meetings for those in far-off time zones, during which the instructor and/or TA will be available for questions.**

Canada's Ecofiscal Commission, *Clearing the Air: How Carbon Pricing Helps Canada Fight Climate Change*, April 2018. <http://ecofiscal.ca/wp-content/uploads/2018/04/Ecofiscal-Commission-Carbon-Pricing-Report-Clearing-the-Air-April-4-2018.pdf>

#### October 6 - Politics of Instrument Choice

Mark Jaccard, *The Citizen's Guide to Climate Success: Overcoming Myths that Hinder Progress*, Cambridge: Cambridge University Press, 2020, chapter 6. The book is available free: [https://www.cambridge.org/core/services/aop-cambridge-core/content/view/49D99FBCBD6FCACD5F3D58A7ED80882D/9781108479370AR.pdf/The\\_Citizen\\_s\\_Guide\\_to\\_Climate\\_Success.pdf?event-type=FTLA](https://www.cambridge.org/core/services/aop-cambridge-core/content/view/49D99FBCBD6FCACD5F3D58A7ED80882D/9781108479370AR.pdf/The_Citizen_s_Guide_to_Climate_Success.pdf?event-type=FTLA)

Kathryn Harrison, "A Tale of Two Taxes: The Fate of Environmental Tax Reform in Canada," *Review of Policy Research* 29 (2012): 387-407.

#### October 8 – Public Opinion

##### **Quiz #2 (Policy instruments)**

Matto Mildenerger, Erick Lachapelle. 2019. "Canadians in Every Riding Support Climate Action, New Research Shows." *The Conversation*. Online: <https://theconversation.com/canadians-in-every-riding-support-climate-action-new-research-shows-122918>.

- Check out also the complementary website for where you live live or have lived: <https://www.umontreal.ca/climat/engl/>

Jon A. Krosnick, Bo MacInnes. 2020. "Climate Insights 2020: Surveying American Public Opinion on Climate Change and the Environment." [https://media.rff.org/documents/Climate\\_Insights\\_Overall\\_Trends\\_Final.pdf](https://media.rff.org/documents/Climate_Insights_Overall_Trends_Final.pdf)

- This one also has a cool interactive website: <https://www.rff.org/publications/data-tools/climate-insights/>

#### October 13 – Obstacles to collective action

**Simulation groups will 30 minutes to meet in class (or alternate times from the distant folks)**

Olson, Mancur. *The Rise and Decline of Nations*. New Haven: Yale University Press, 1982, Chapter 2.

#### October 15 – Interest group strategies

**Exercise in-class (or via bulletin board for asynchronous students) : Politics of coal exports**

**Mini-assignment 3 due at 4:30 (no late submissions)**

E.E. Schattschneider. 1960. *The Semi-Sovereign People*. New York: Holt, Reinhart, and Winston, pp. 1-5.

October 20 – The Business Lobby

**Simulation group assignment 1**

Geoffrey Supran and Naomi Oreskes, “What Exxon Mobil Didn’t Say About Climate Change,” *New York Times*, 22 August 2017.

<https://www.nytimes.com/2017/08/22/opinion/exxon-climate-change-.html?mcubz=1>

Matto Mildenberger, *Climate Captured: How Business and Labor Control Climate Policy*, Cambridge: MIT Press, 2020, Chapters 4 and 5.

Recommended:

Christian Downie, “Business actors, political resistance, and strategies for policymakers,” *Energy Policy* 108 (2017): 583-92.

October 22 – ENGO strategies

Dana R. Fisher, “The Broader Importance of #FridaysforFuture,” *Nature Climate Change* 9 (2019): 430–43.

Neil Gunningham, “Averting Climate Catastrophe: Environmental Activism, Extinction Rebellion and Coalitions of Influence,” *King’s Law Journal* 30 (2019): 194-202.

Kathryn Harrison, “Political Institutions and Supply Side Climate Politics: Lessons from Coal Ports in Canada and the United States.” *Global Environmental Politics* (forthcoming). To be distributed.

October 27 – Race, Gender and Climate

**Quiz #3 (Public Opinion, Interest groups)**

Rebecca Pearse, “Gender and Climate Change,” *WIREs Climate Change* 2017, 8:e451. doi: 10.1002/wcc.451

Christopher Flavelle, “Climate Change tied to Pregnancy Risks, Affecting Black Mothers Most,” *New York Times*, 18 June 2020.

<https://www.nytimes.com/2020/06/18/climate/climate-change-pregnancy-study.html>

Johnson, Ayana Elizabeth “I’m a Black Climate Expert. Racism Derails Our Efforts to Save the Planet.” Washington Post, 7 June 2020.

<https://www.washingtonpost.com/outlook/2020/06/03/im-black-climate-scientist-racism-derails-our-efforts-save-planet/>

Brad Plumer and Nadja Popovich, “How Decades of Racist Housing Policy Left Neighborhoods Sweltering,” New York Times, 24 August 2020.

<https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html>

October 29 – Indigenous resistance to pipelines

**Guest: Eugene Kung, Staff Lawyer, West Coast Environmental Law**

Kyle Powys Whyte, “Why the Native American Pipeline Resistance in North Dakota is about Climate Justice,” *The Conversation*, 16 September 2016.

[https://www.researchgate.net/profile/Kyle\\_Whyte/publication/314114213\\_Why\\_the\\_Native\\_American\\_pipeline\\_resistance\\_in\\_North\\_Dakota\\_is\\_about\\_climate\\_justice/links/58b5ea40a6fdcc2d14d32149/Why-the-Native-American-pipeline-resistance-in-North-Dakota-is-about-climate-justice.pdf](https://www.researchgate.net/profile/Kyle_Whyte/publication/314114213_Why_the_Native_American_pipeline_resistance_in_North_Dakota_is_about_climate_justice/links/58b5ea40a6fdcc2d14d32149/Why-the-Native-American-pipeline-resistance-in-North-Dakota-is-about-climate-justice.pdf)

Pam Palmeter “Warrior Life” podcast with Secwepemc leaders Alice Aby, Chief Judy Wilson, and Kanahus Manuel, July 2020, <https://www.youtube.com/watch?v=vt-p86Fn9Cw>.

November 3: Legislative Institutions

**Simulation group assignment 2**

Kathryn Harrison, “Environmental Policy: Climate Change,” in Paul J. Quirk, ed., *The United States and Canada: How Two Democracies Differ and Why it Matters*, Oxford: 2019.

Recommended for non-political science majors: *Canadian Regime*, Chapter 3.

November 5: US election recap, Electoral Institutions

Matto Mildenerger, *Climate Captured: How Business and Labor Control Climate Policy*, Cambridge: MIT Press, 2020, Chapter 6.

November 10: Federalism 1

Policy Options, Special Feature: The Evolution of Carbon Pricing in the Provinces, 11 short pieces. <https://policyoptions.irpp.org/magazines/july-2019/the-evolution-of-carbon-pricing-in-the-provinces/>



Recommended for non-political science majors: *Canadian Regime*, Chapter 4.

November 12: Federalism 2

**Simulation group assignment 3 (position statements) due. Will be posted in canvas same day.**

November 17: No class

November 19: No class

November 21: Simulations

**NB: this class is on a Saturday! Classes are cancelled on November 17 and 24 to compensate.**

November 24: Simulations Recap

**Mini assignment #4 (simulation reflection) at 12:00 (NB: earlier than usual so we can review. No late assignments)**

In lieu of readings students should watch the video of the simulation in which they were *not* a participant

November 26: Green New Deal, Green Recovery

Julie L. MacArthur et al., “Canada’s Green New Deal: Forging the Socio-political Foundations of Climate Resilient Infrastructure,” *Energy Research and Social Science* 65 (2020): 101442. Full text available at <https://www.sciencedirect.com/science/article/pii/S2214629620300190>

COVID-related reading still to be assigned.

December 1: Panel

**Quiz #4 (Institutions)**

Rebecca Solnit, “Hope is an Embrace of the Unknown,” <http://rebeccasolnit.net/essay/hope-is-a%e2%80%8bn-embrace-of-the-unknown%e2%80%8b-rebecca-solnit-on-living-in-dark-times/>

Seth Klein, *A Good War: Mobilizing Canada for the Climate Emergency*, Toronto: ECW Press, 2020, Conclusion and Epilogue.

Recommended:

Michael Grunwald, "What COVID is exposing about the Climate Movement," April 21, 2020, <https://www.politico.com/news/magazine/2020/04/21/earth-day-individual-climate-impact-198835>

December 3: Course Wrap Up

**Term Papers Due December 11, 5:00 pm**