

UMBC UGC Instructions for New Course Request Form (revised 4/2016)

Course number & title: Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

Date submitted: The date that the form will be submitted to the UGC.

Effective date: The semester the new course is in effect, if approved.

Contact information: Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

Course number: For cross-listed courses, provide all the numbers for the new course.

Transcript title: Limited to 30 characters, including spaces.

Recommended Course Preparation: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

Prerequisite: *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

NOTE: Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

of credits: To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

Maximum total credits: This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

Grading method(s): Please review the [grading methods document](#) (this link can be found on the UGC forms page) before selecting a grading option. Please do not select all three grading options by default.

Proposed catalog description: Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

Rationale: Please explain the following:

- a) Why is there a need for this course at this time?
- b) How often is the course likely to be taught?
- c) How does this course fit into your department's curriculum?
- d) What primary student population will the course serve?
- e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- g) Explain the reasoning behind the P/F or regular grading method.
- h) Provide a justification for the repeatability of the course.

Cross-listed courses: Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

Course Outline: Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.

UMBC UGC New Course Request: POLI 382 – Politics of Climate Change

Date Submitted: 01/23/19

Proposed Effective Date: Fall 2019

	Name	Email	Phone	Dept
Dept Chair or UPD	Carolyn Forestiere	forestie@umbc.edu	58160	POLI
Other Contact	Brian Grodsky	bgrodsky@umbc.edu	58047	POLI

COURSE INFORMATION:

Course Number(s)	POLI 382
Formal Title	Politics of Climate Change
Transcript Title (≤30c)	Politics of Climate Change
Recommended Course Preparation	POLI 260, POLI 280
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	None
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

In this course, students are introduced to some of the major hurdles presented by climate change. We ask questions that include: How will global populations be impacted by climate change? To what degree are state and non-state actors attempting to mitigate or adapt to these challenges? What determines the likelihood of action and inaction? This class focuses on the political dimensions of climate change from both global and local perspectives.

RATIONALE FOR NEW COURSE:

- There is no other course taught like this subject, which integrates a range of subfields from comparative politics and international relations to public administration. It is also a highly interdisciplinary course.
- To be taught every 2-4 semesters
- This is an upper level POLI elective which dovetails with numerous other courses offered on comparative and international politics (see POLI 370s/470s, POLI 380s/480s and POLI 390s/490s), as well as an Environmental Politics (POLI 349) course which is primarily US-based.
- Upper level POLI students and other upper level students (such as GES)
- Reading and lecture component combined with emphasis on discussion

- f) Basic background in comparative politics, international relations, or environment related (POLI 349, applicable GES) coursework helpful but not necessary.
- g) Students must take for a regular grade
- h) This course cannot be repeated (unless failing grade)

ATTACH COURSE SYLLABUS (mandatory):

Politics of Climate Change (POLI 309)

Summer 2018

Online

Brian Grodsky

bgrodsky@umbc.edu

PUP 308 (office hours by appointment)

Course Description

In this course, students are introduced to some of the major hurdles presented by climate change. We ask questions that include: How will global populations be impacted by climate change? To what degree are state and non-state actors attempting to mitigate or adapt to these challenges? What determines the likelihood of action and inaction? This class focuses on the political dimensions of climate change from both global and local perspectives.

We begin this class by considering the history of climate impacts on humanity and the current science of climate change. Next, we explore the ethical and practical dilemmas posed by climate change, from population movements to violent conflict. After covering the threats, we explore potential remedies and the domestic political and economic conditions that hinder or help facilitate such policies. Finally, we look at the international dimensions of climate change policy.

This course is designed to provide an overview of the various issues emanating from climate change, but also to expand your set of critical thinking skills more broadly. You will become adept at analyzing and writing critiques of arguments found in the academic literature, and you will also learn how to apply your newly acquired analytical abilities to the every day world. At the end of this course, students should walk out of the classroom with a heightened understanding of climate change in the world and as an challenge to our own domestic and international policy. More concretely, students who have completed this course should be able to:

- (1) relate theoretical political science literature to everyday political problems.
- (2) navigate the complexities of the climate change from a policymaker perspective.
- (3) incorporate a broad range of readings and lectures to answer a complex question or set of questions.

Requirements and Grades

This course will include both a lecture component and a discussion one, where I pose a variety of questions designed to solidify and expand our collective understanding of the week's lessons. Preparation is critical for the discussion portion of the course, and

students will be graded on their performance. Please be sure to come to class with all readings completed. Your final grade will be composed of participation (25%), periodic reading quizzes (15%), a midterm (30%), and a final (30%).

Attendance is a necessary (but insufficient) condition for you to receive a high participation grade. You must also contribute to the discussion. If for some reason you will be unable to attend a class, please let me know prior to your absence (via e-mail or in person). Otherwise your absence will be unexcused. You will be responsible for all of the material covered in your absence and you must turn in a makeup paper for this absence to be marked excused. **You must request this make-up assignment and it must be completed within one week of your absence in order for your absence to be excused.**

Note that you will be responsible for reading ALL of the readings in advance of class. To verify that you have done this, there will be a series of 'pop' quizzes (see below).

All of the required readings for this class will be posted on Blackboard. There are no required textbooks. One way to reduce copying costs is to send all files to a copying store (e.g., Kinko's) for printing, or to form groups that will take turns copying all materials for a given week. Another is to simply read and take notes on your computer.

If you have questions or concerns, please see me during office hours or send me an email.

Grades (in detail)

A. Your participation grade, as noted above, is 25% of your final grade. Attendance is a necessary (but insufficient) condition for you to receive a high participation grade. You must also contribute to the discussion. If you miss no class and always contribute, you can expect an A. If you miss no class and rarely participate, you can expect a C. Missing classes add up quickly: **A good rule of thumb is that you will lose 6% of your total discussion grade for every unexcused absence (and a fraction of that for tardiness/early departures).** Also note that your participation grade can be affected by a failure to complete a minimum amount of written work (see below).

Your participation grade is based on classroom performance. You are expected to routinely (every class) actively contribute to discussion when broken up into small groups, as well as when the entire class comes together. While it is difficult to quantify participation, 'active participation' means frequently answering questions posed during the course of the class. As in any group conversation, you do not always have to speak up, but to earn an A you are expected to regularly add your voice to our discussion. Your participation grade also includes monthly meetings with me to discuss your written assignments.

B. As noted earlier, this course will rely on periodic quizzes (worth 15% of your grade) to be sure everyone is prepared for class. These quizzes will be completed online before the first class of each week and will consist of 5-10 questions covering the week's readings. You will be notified at least two days in advance of a pending quiz.

C. The final 60% of your grade is based on two open-note tests (each worth 30% of your final grade). The goal of the two open-note exams is to give you an opportunity to make an argument and back it up with the material from the weeks in question (Weeks 1-6 for the mid-term, and 7-12 for the final). These tests are not cumulative, but you are, of course, free to refer to earlier readings and lectures. At the same time, it is critical that you **explicitly reference authors (by name, without dates and page numbers) and lectures (by lecture number) from the days covered by the test in your responses**. This is another chance for you to demonstrate you can analyze the issue drawing from the various materials available.

While these exams are open note, they require a high degree of fluency in the topics and familiarity with the materials so you can quickly reference them. These exams will be completed online during class time (dates TBD). This means you will have one 1 hour and 15 minutes to answer two out of the three questions on each of your exams. You will enter your responses into the space provided in the test link. However, I highly recommend that you draft your responses in a word document that you can continuously save. When you have completed the responses, you should copy and past them into the space allotted by Blackboard and submit.

A Note on Academic Honesty:

Be honest. Since you have all signed up for this course on your own free will, I am assuming you are interested and willing to do the work necessary to learn. If you have a question about what constitutes plagiarism, please ask. I subscribe to a zero-tolerance approach; if any students are caught cheating or plagiarizing, I will immediately fail them and then refer them to the Office of Undergraduate Education for possible additional consequences. There will be no discussion of mitigating circumstances. For the sake of clarity, I quote below from the UMBC Office of Undergraduate Education:

"By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory [or for graduate courses, the Graduate School [website](#)]."

Part I. Studying Climate Change

Weeks 1-2. Introduction, Controversies and Frames

Discussion Question: Referring to the article posted in the applicable day/week section links, use the readings and lectures to consider the following:

To what degree does the story about the Persian Gulf remind you of previous civilizational confrontations with climate change? How might it be different?

(1) Anderegg, W. R. L. 2010. Diagnosis Earth: the climate change debate. *Thought & Action*: 23-36. Available at:

<http://www.nea.org/assets/img/PubThoughtAndAction/TA10AndereggR.pdf>

(2) McKibben, Bill. Global Warming's Terrifying New Math, Rolling Stone, July 19, 2012. <http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719?page=4>

(3) O'Brien, Karen. 2006. "Are We Missing the Point? Global Environmental Change as an Issue of Human Security." *Global Environmental Change*, Vol. 16, No. 1, pp. 1-3.

Available at: http://cstpr.colorado.edu/admin/announcement_files/996-uploaded/announcement-996-1790.pdf

(4) Brian Fagan, The Great Warming: Climate Change and the Rise and Fall of Civilizations, Bloomsbury, 2008. *Conclusion*.

Week 3. The Science

Discussion Question: Referring to the article posted in the applicable day/week section links, use the readings and lectures to consider the following:

Why are climate scientists and public officials sometimes in opposing camps and what are some ways that might bridge this gap?

(1) Stern, Nicholas "The Science of Climate Change: Scale of the Environmental Challenge" (Chapter 1).

(2) Wolfson and Schneider, "Understanding Climate Science," CCP, p.3-51.

Part II. The Case for Change

Week 4. Climate Change and Vulnerability

Discussion Question: How do the phenomena discussed by Stern and Adger relate to the very brief cases presented by Hoerner and Mitchell?

(1) Adger, W. Neil. 2006. "Vulnerability." *Global Environmental Change*, Vol. 16, pp. 268-281. Available at:

http://www.geos.ed.ac.uk/~nabo/meetings/glthec/materials/simpson/GEC_sdarticle2.pdf

(2) Stern, Nicholas. "Costs of Climate Change in Developed Countries." [Chapter 5]

(3) Hoerner, "A Climate of Change: African-Americans, Global Warming, and a Just Climate Policy for the US," 10-17. <http://reimagerpe.org/files/climateofchange-2.pdf>

(4) Mitchell, "We Know What We Need: South Asian women speak out on climate change"

adaptation,” sections 1-3.

http://www.actionaid.org/sites/files/actionaid/actionaid_ids_report_we_know_what_we_need_-_asian_women_speak_out_about_climate_change_adaptation.pdf

Week 5. Ethical Issues

Discussion Question: Referring to the article posted in the applicable day/week section links, use the readings and lectures to consider the following:

Should the Solomon Islands have the right to take major climate polluters to court? If they could take either the U.S. or China (the top two emitters) to court, which would you recommend and why?

(1) Paterson, Matthew. "Principles of Justice in the Context of Global Climate Change." Chapter 6 in *International Relations and Global Climate Change*. Edited by Urs Luterbacher and Detlef F. Sprinz. Cambridge, MA: MIT Press, 2001. Available at: <http://graduateinstitute.ch/files/live/sites/iheid/files/shared/iheid/800/luterbacher/luterbacher%20chapter%206%20106.pdf>

(2) Morello-Frosch, Rachel. The Climate Gap: Inequalities in How Climate Change Hurts Americans and How to Close the Gap, 5-17. Available at: https://dornsife.usc.edu/assets/sites/242/docs/The_Climate_Gap_Full_Report_FINAL.pdf

Week 6. From Ethics to Practicality: Migration and Violence

Discussion Question: Referring to the article posted in the applicable day/week section links, use the readings and lectures to consider the following:

How could what is happening in villages like Shaktoolik ever become a source of instability?

(1) Brown, Oli. 2008. *Migration and Climate Change*. In: International Organization for Migration (IOM): Research Series, No.31, Geneva: IOM. Chapter 1. Available at http://publications.iom.int/bookstore/free/migration_and_environment.pdf

(2) Hauge and Ellingsen, "Causal Pathways to Conflict," in *Paul F. Diehl and Nils Petter Gleditsch (eds.), Environmental Conflict, Boulder, Co.: Westview Press, 2001: pp36-57.*

MIDTERM EXAM

Part III. Choices and Obstacles

Weeks 7-8. The Fix-It Debate and the Economics of Climate Change

Discussion Question: Referring to the article posted in the applicable day/week section links, use the readings and lectures to consider the following:

Is shifting the world energy supply to renewables in the next 40 years realistic? What are

some likely obstacles?

(1) Pew Center on Global Climate Change. 2009. Climate change 101: cap and trade. Washington, DC: Pew Center on Global Climate Change.

(2) Victor, D. G., et al. 2009. The geoengineering option: A last resort against global warming? *Foreign Affairs* 88(2): 64-76.

(3) Mendelsohn, Robert. Climate Change Demands We Change. Why Aren't We?: An Economic Perspective.

(4) Stern, Nicholas. "Economics, Ethics and Climate Change" HM Treasury, 2007. Chapter 2.

Week 9. Domestic Politics of Climate Change

Discussion Question: Referring to the article posted in the applicable day/week section links, use the readings and lectures to consider the following:

What might account for Trump's EPA pick given the abundant evidence anthropogenic climate change is real?

(1) Carter, Neil. *The Politics of the Environment: Ideas, Activism, Policy*. Second edition. Cambridge University Press, 2007, Ch. 5, "Party Politics and the Environment"

(2) Layzer, Judith A. "Deep Freeze: How Business Has Shaped the Global Warming Debate in Congress," in *Business and Environmental Policy: corporate interests in the American Political System*, edited by Michael E. Kraft and Sheldon Kamienieki, pp.93-126 (2007).

Part IV. Global and Local Solutions

Week 10. Going Global: Non-State Actors and Social Movements

Discussion Question: Referring to the article posted in the applicable day/week section links, use the readings and lectures to consider the following:

To what extent do the arguments raised in the Loomis piece reflect broader global challenges of the nascent international climate change movement?

(1) Carpenter, Chad. "Business, green groups and the media: the role of non-governmental organizations in the climate change debate" *International Affairs* 77 (2001): 313-328.

(2) Andrew Jamison, Climate change knowledge and social movement theory. *Wiley Interdisciplinary Reviews: Climate Change* 1(6), Nov/Dec 2010, 811-823.

Week 11. International Law: The Evolution of the Environmental Regime

Discussion Question: Referring to the article posted in the applicable day/week section links, use the readings and lectures to consider the following:

How have small states been able to create a space for themselves in an international regime where large powers typically dominate?

(1) Robert O. Keohane and David G. Victor, "The Regime Complex for Climate Change," *Perspectives on Politics* 9, 1, March 2011, 7-23.

(2) Jesse Vogel, "The Problem with Consensus in the U.N. Framework Convention on Climate Change," *Philosophy and Public Policy Quarterly*, 32, NO. 2 (Winter 2014)

Week 12. Local Politics of a Global Problem

Discussion Question: Referring to the article posted in the applicable day/week section links, use the readings and lectures to consider the following:

Could extreme weather make us approach climate change differently? Be sure to relate this to the issues raised by Maniates.

(1) Michael Maniates, "Individualization: Plant a Tree, Buy a Bike, Save the World?" *Global Environmental Politics* 1, 3 (August 2001): 31-52. Available at: http://cstpr.colorado.edu/students/envs3173/maniates_2001.pdf

(2) James D. Ford, "Sea ice change in Arctic Canada: are there limits to Inuit adaptation?" in *Adapting to Climate Change: Thresholds, Values, Governance* (2009: Cambridge University Press).

FINAL EXAM