

Los Angeles, California
November 30th, 2020

UCLA General Education Governance Committee,

I would like to thank you for the feedback you gave me on my syllabus for the course "The Politics of Climate Change Mitigation", as part of the Collegium of University Teaching Fellowship. Over the past few weeks I have been revising my proposal based on your comments and suggestions. Here is a summary of what I modified in the most recent version:

1. Regarding the writing amount, I reduced the main assignment to 10 pages. The final report that students have to submit includes four building blocks. The first three of them are equivalent to 8 pages total; for each, I provide feedback that students have to address in the final version (but they do not have to re-write them, only address the suggestions I make). The fourth building block is graded in the final report only. With these revisions, students will write three intermediate assignments (8pp), to which they will add 2 more pages in the final report.
2. Regarding the amount of readings, I reduced significantly the number of assigned pages per week (39 pages per week on average). For two weeks (weeks 4 and 5), the number of pages is still high; I decided to keep it this way for two reasons. First, week 4 covers the political science fundamentals that will be very important for the students' final project; hence, in a sense, this week is a "crash course on comparative politics". For students majoring in the discipline, it could be a refresher of topics they may have already seen (or they are about to cover); for students not majoring in political science, this could be their only exposure to the discipline. Second, instead of assigning academic articles, for this week I assign a text book, which is less heavy than an academic paper. Moreover, in addition to decreasing the number of pages, in general I assign fewer academic papers. Instead, I assign a few episodes of podcasts, talks, documentaries, op-eds, and books intended for a broader audience.
3. I am also eliminating the list of suggested readings from the syllabus.
4. Finally, I am incorporating some additional elements in the "seminar policies" sections to address the change to remote instruction in the Spring quarter.

Sincerely,

Cesar B. Martinez-Alvarez

PhD Candidate

UCLA Political Science Department

General Education Foundations of Society and Culture (SC) Course Information Sheet
Please submit this sheet for each proposed course

Department, Course Number, and Title _____

- 1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of Society and Culture

- Historical Analysis
- Social Analysis

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

3. "List faculty member(s) who will serve as instructor (give academic rank):

Do you intend to use graduate student instructors (TAs) in this course? Yes No

If yes, please indicate the number of TAs _____

4. Indicate when do you anticipate teaching this course over the next three years:

2019-20	Fall	_____	Winter	_____	Spring	_____
	Enrollment		Enrollment		Enrollment	
2020-21	Fall	_____	Winter	_____	Spring	_____
	Enrollment		Enrollment		Enrollment	

5. GE Course Units

Is this an ***existing*** course that has been modified for inclusion in the new GE? Yes No

If yes, provide a brief explanation of what has changed:

Unit Guidelines: GE courses within the Society and Culture Foundation Area are all at least 5 units.
 Number of Units:

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge

Integrative Learning

Ethical Implications

Cultural Diversity

Critical Thinking

Rhetorical Effectiveness

Problem-solving

- Library & Information
Literacy

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

- | | | |
|---|-------|---------|
| 1. Lecture: | _____ | (hours) |
| 2. Discussion Section: | _____ | (hours) |
| 3. Labs: | _____ | (hours) |
| 4. Experiential (service learning, internships, other): | _____ | (hours) |
| 5. Field Trips: | _____ | (hours) |

(A) TOTAL Student Contact Per Week _____ **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

- | | | |
|-------------------------------------|-------|---------|
| 1. General Review & Preparation: | _____ | (hours) |
| 2. Reading | _____ | (hours) |
| 3. Group Projects: | _____ | (hours) |
| 4. Preparation for Quizzes & Exams: | _____ | (hours) |
| 5. Information Literacy Exercises: | _____ | (hours) |
| 6. Written Assignments: | _____ | (hours) |
| 7. Research Activity: | _____ | (hours) |

(B) TOTAL Out-of-class time per week _____ **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week _____ **(HOURS)**

The Politics of Climate Change Mitigation

Instructor: Cesar B. Martinez-Alvarez

Spring 2021

Seminar Description

Climate change is one of the most pressing challenges facing the world in the 21st century. There is a consensus among scientists about the causes of this phenomenon: the emission of carbon dioxide and other greenhouse gas from electricity generation, transportation, industry, and agriculture. Yet, these are the same drivers of economic growth and, therefore, poverty alleviation globally. For many years the cornerstone of climate policy was striking a balance between economic development and the protection of the planet. However, nowadays it is much clearer that the world's future welfare depends heavily on the extent to which we address climate change: instead of being a limit to future development, the mitigation of climate change is a necessary condition for it.

Climate change policy has a very clear end goal: societies need to reduce how much energy they consume to produce goods and services, and employ less carbon-intensive technologies to generate that energy. Although renewables, energy storage, and efficiency technologies have become universally cheaper and commonplace, the world is still far from effectively deploying them at the scale necessary to reduce the negative effects of global warming.

If we have a very accurate scientific explanation of this problem and the technological means to address it, why are we still lagging far behind? In this course, we will study one of the most powerful reasons behind this gridlock: politics, including public opinion, institutions, interest groups, and leaders.

The main question we will address is why the governments of the world have accomplished so little progress towards reducing carbon emissions? That is, what explains the enormous variation in global commitments to address climate change and in their success to meet such pledges?

We will study the political and institutional factors that determine climate change mitigation policy at the national and subnational levels, including public opinion, interest groups, and political parties. Hence, we will focus on how to address the causes of climate change (mitigation) rather than how to respond to its effects (adaptation). Moreover, we will center on energy production and

consumption and leave land use and land use change (two powerful drivers of global warming) aside.

Although we will approach this global challenge mainly through the lenses of political science, we will incorporate insights and lessons from a wide array of disciplines ranging from economics to environmental science and anthropology.

Seminar Objectives

By the end of this seminar, you will be able to:

1. Understand the basics of climate change mitigation policy and politics.
2. Identify the different causes and likely effects of climate change.
3. Evaluate the different dimensions of climate change mitigation policy, including its environmental, economic, and ethical implications.
4. Analyze the political dimension of climate change mitigation policies, from the point of view of public opinion, political parties, and interest groups.
5. Be familiar with broad debates in political science regarding climate change, as well as the general research approaches and methodologies in the field.
6. Develop your critical thinking skills related to climate change solutions.
7. Integrate theoretical insights and empirical evidence as key components of applied research.

Week 10: The Ethics of Climate Change Mitigation

Throughout the quarter, we have analyzed the political dynamics behind carbon emissions across different sectors. As we have seen, the distribution of costs is a key component of any climate policy: who should pay to address global warming? This question has been at the core of the debate on climate change in both international negotiations and domestic settings.

In the last week of the quarter we will tackle this puzzle. The first session will be about issues of historical versus current responsibility (pertaining mostly to how the responsibility for climate change is distributed across countries) whereas the second session will centered on individual versus collective responsibility (mostly centered on domestic politics).

Required Readings (17 pages total and 44 minutes of listening)

1. Singer, Peter. "Ethics and Climate Change: A Commentary on MacCracken, Toman and Gardiner." *Environmental Values* 15, no. 3 (2006), 415-422.
2. Ting Wei et al., "Developed and developing world responsibilities for historical climate change and CO2 mitigation", PNAS, August 7, 2012, 109, 32, 12911-12915.
3. Kate Knuth, "Becoming a Climate Citizen", in Ayana Elizabeth Johnson and Katharine Wilkinson (eds.), *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*, One World, New York, 2020, pp. 129-135.
4. "Give Up Your Climate Guilt", Episode 1 of the podcast "A Matter of Degrees", hosted by Leah Stokes and Katharine Wilkinson, available online at: <https://podcasts.apple.com/us/podcast/a-matter-of-degrees/id1534829787>



New Course Proposal

Political Science 98T The Politics of Climate Change Mitigation

Course Number Political Science 98T

Title The Politics of Climate Change Mitigation

Short Title

Units Fixed: 5

Grading Basis Letter grade only

Instructional Format Seminar - 3 hours per week

TIE Code SEMT - Seminar (Topical) [T]

GE Requirement Yes

Major or Minor Requirement No

Requisites Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.

Course Description Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. The goal of this class is to understand why governments around the world have not done enough to address the causes of climate change; we will explore the role of public opinion, political parties, organized interest groups, and political institutions.

Justification Part of the series of seminars offered through the Collegium of University Teaching Fellows

Syllabus File [Syllabus_Martinez-Alvarez.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (César Benshuni Martínez-Álvarez) UID: 504760193
Professor Michael L. Ross is the faculty mentor for this course. UID:803 062 307
Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 13, 2020

Grading Structure 35%: participation
35%: Policy Paper
30%: 3 final project progress reports.

Effective Date Spring 2021

Discontinue Date Summer 1 2021

<u>Instructor</u>	Name	Title
	César Benshuni Martínez-Álvarez	Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department Political Science

<u>Contact</u>	Name	E-mail
	ALISON FEDYNA	afedyna@teaching.ucla.edu

Routing Help

ROUTING STATUS

Role: Registrar's Scheduling Office

Status: Pending Action

Role: L&S FEC Coordinator - Corrado, Leah Marcos (lcorrado@college.ucla.edu) - 310/825-1021

Status: Approved on 9/4/2020 3:37:20 PM

Changes: No Changes Made

Comments: No changes. Approved on behalf of Jeff Lewis, Chr, College FEC, per e-mail 8/21/2020

Role: CUTF Coordinator - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

Status: Approved on 9/3/2020 12:40:44 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Fedyna, Alison (afedyna@teaching.ucla.edu) - 310/825-9149

Status: Submitted on 8/31/2020 4:59:20 PM

Comments: Initiated a New Course Proposal

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