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 subgroups(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 Enrollment	_____	Winter Enrollment	_____	Spring Enrollment _____
2020-21	Fall Enrollment	_____	Winter Enrollment	_____	Spring 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

1

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.

2

Seminar Policies

Structure

Instruction at UCLA during the 2021 Spring Quarter will be remote. The class will be divided into two weekly components, an asynchronous component that involves watching pre-recorded lecture videos, and a synchronous component that serves as discussion of the lecture materials and readings. Please note that attendance to the synchronous component is mandatory.

1. *Asynchronous component*: the first weekly component of the class corresponds to pre-recorded lectures of 30-40 minutes. These videos will be available on Mondays and you must watch them within one week.

2. *Synchronous component*: the second weekly component of the class corresponds to group discussion sections, where we will discuss the key points of the readings and other class materials. Attendance to these discussions is mandatory and participation represents 35% of your total grade.

   If you are currently living in a time zone that makes it impossible for you to join the discussion, please contact the instructor to look for further accomodations.

Classroom Integrity

Climate change has become a contentious topic in the world. During this seminar, we will analyze important policy questions, which have far-reaching relevance. In contrast to climate science, there is no consensus about the best way to address this issue. Different points of view are welcome to the class. However, remember to always be mindful and respectful of the other members of the seminar. Any form of aggression or discrimination is strictly forbidden.

Online Etiquette

The *synchronous component* of the class will meet every week. We will use the platform *Zoom* for our meetings. This entails some adjustments from the instructor and the students. In order to keep an enabling, safe, and productive environment, please keep in mind the following recommendations.

- If you have not done so, please download the *Zoom* desktop app through your UCLA account. This will improve the Internet connection and also enhance the security of our meetings.

- Once you have an account, please access the online classroom using the credentials I included in this syllabus. Do not share these credentials with anyone else outside of our class.

3

- Once you are online, please turn off your microphone and turn your camera on. If this is not possible, or if you would like not use the camera, this is completely fine.

- Please be sure to write your name in the participants list. Please avoid using nicknames or other words such as the device from which you are joining the meeting.

- If you have a question, please raise your hand using the corresponding button in the *Zoom* app or write your question in the chat box.

- Please refrain from using other applications while we are on the synchronous component of the course. This will help to create a more enabling learning environment.

- **It is strictly forbidden** to record the meetings using any device, as well as taking screenshots, without the instructor's approval.

- You cannot distribute the recorded lectures outside of the class. If you do so, you may infringe UCLA copyright policy. Please familiarize yourself with these guidelines.

- My goal as the instructor of this class is to ensure that everyone has the best possible learning experience, given the circumstances. This includes creating an inclusive environment for everyone. Therefore, there will be a zero tolerance policy to any discriminatory language, comments, or behavior, with no excuses.

Office Hours

Office hours are an excellent opportunity to discuss topics related to the class and clarify questions you may have about the material. For this quarter, my office hours are by appointment only.

Contacting the Instructor

The main way of communication between you and the instructor is via email. Please use the following email address: cbmartinez@ucla.edu. I will try to respond to your inquiries within 24 hours of your message. If your inquiry takes more than three lines, please consider an appointment during office hours (especially if the question is about the content of the course instead of logistics).

Please add the line "PS169" to the subject of your email

Grade Appeals

If you disagree with a grade you received in the course, please write a short memo (300 words) describing why is this the case. Send me this document via email within 48 hours of receiving your grade. Please keep in mind that I can increase your grade, but also decrease it or keep it the same.

4

Late Assignments

I will reduce your grade by 20% for every 24 hours of delay in your assignment's submission for the quizzes, mid-term, and final essay. If you have any emergency that does not allow you to complete the assignment, please let me know **BEFORE** the corresponding deadline so I can assess further options.

Readings

All readings will be available in the CCLE website for the class.

Academic Integrity

Honesty is one of the foundations of the academic enterprise and your stay at UCLA. Therefore, plagiarism is strictly forbidden for all of your assignments.

Please note that you will submit your work via the Turnitin platform, that detects similarities between your text and other submissions. If you engage in academic dishonesty, I am required to report the incident to the Dean of Students; the sanctions could be very severe. As I cannot comprehensively cover all of these instances, please familiarize yourself with the different forms of plagiarism, as you may engage inadvertently in one of them. To do so, I strongly encourage you to read the following resources:

- Plagiarism and Student Copyright: `https://www.registrar.ucla.edu/Registration-Classes/Enrollment-Policies/Class-Policies/Plagiarism-and-Student-Copyrig`

- UCLA Student Code: `https://www.deanofstudents.ucla.edu/studentconductcode`

Student Resources

- **Social Sciences Undergraduate Writing Center**. This is an excellent resource to improve your writing skills. Although no walk-ins will be available this quarter, you can still schedule an appointment. Please visit the following website for further details: `https://wp.ucla.edu/wc/hours-location/`

- **Economic Crisis Response Team**: if you are experience financial difficulties during the crisis, please visit the following website for further information: `https://www.studentincrisis.ucla.edu/Economic-Crisis-Response`

- **Counseling and Psychological Services (CAPS)**: `https://www.counseling.ucla.edu/`

- **UCLA Title IX Office**: `https://www.sexualharassment.ucla.edu/`

- **Accomodations and Accessibility**: UCLA policy aims to provide all students with equal learning opportunities. The Center for Accessible Education ensures that students with disabilities have full access to these

5

learning opportunities. Please check the CAE website for more information: `https://www.cae.ucla.edu/students`.

Statement on Title IX

Title IX prohibits any form of discrimination and sexual harassment. Students who have experienced such behavior can receive confidential support at the CARE Advocacy Office for Sexual and Gender-Based Violence (310-206-2465). Please remember that you can always report sexual violence or harrassment directly to UCLA's Title IX Coordinator, at 2241 Murphy Hall. Professors and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to report any event to the Title IX Coordinator.

6

Grading

There are three main components to your grade:

1. 35%: participation in class. As mentioned before, active student engagement with the material is essential. Your participation grade is broken down in two components. First, each student will be the leading discussant of the readings during one session. To do so, you will prepare two questions motivated by the corresponding readings. Think about what was surprising, interesting, or unclear about the material. For the day you are a discussant, you will post your questions to the class website at least one hour before the seminar. This represents 15% of the final grade. The other 20% corresponds to active participation in the rest of the sessions. Your contributions should demonstrate critical engagement with the readings and other materials for each week.

2. 35%: Policy Paper — written assignment of 10 pages. More details below.

3. 30%: 3 final project progress reports. These correspond to three intermediate components of the final assignment. See more details below. For each of these three intermediate reports, I will give you specific feedback to move on with the project. To get full credit for them, you need to send me, along with your assignment, one paragraph (250 words) explaining whether you incorporated the feedback and in what specific areas.

Final Project

The main assignment of this course is an **applied policy research paper** that provides an assessment and possible solutions to a climate change issue. Global warming requires massive investments in technology, infrastructure, and employment creation, as well as substantial changes in existing regulations and laws. To achieve these goals, nonetheless, it is necessary to keep in mind the political obstacles that ambitious plans may face and how to address them.

*The final project should be no longer than **10 pages total**, without including references or footnotes.*

Your goal is to apply the analytical tools of the class to frame the problem, propose broad routes of action, and analyze the political feasibility of your options. The challenge is to advance a policy route that is ambitious enough to be meaningful, yet politically grounded so it is feasible.

To do so, you will think about the problems from the perspective of a particular client, which could be a global NGO, a local legislator, or a foreign minister. As we will discuss at length, the preferences and interests of particular actors shape the ambition and details of climate policy.

Your final written assignment should address the following four questions

1. What is the status quo of this policy issue and who benefits/does not benefit from it?

2. What are the policy options available and what have other governments in the world done to address this issue? What are the advantages and disadvantages of those options?

3. Are these options politically feasible? What are the potential coalitions that may benefit from them? And the opposing groups?

4. Finally, how could you mobilize the supporting coalition?

Each of these questions is linked to a particular deliverable, which are the intermediate progress reports (30% of your grade).

Definition of the Problem (Intermediate Deliverable at the End of Week 3) — Two Pages Total

The starting point of the assignment consists in framing the issue and defining the status quo. This requires research on why the current situation is the way it is, what is the historical background, and who is affected and benefitted by it. The main goal of this component of the project is to have a clear diagnosis of the problem. This will allow you to select more effective alternatives that address the roots of the problem.

8

Selection of Policy Options (Intermediate Deliverable at the End of Week 5) — Two Pages Total

After the definition of the problem, the next step is to think about two alternatives to the status quo, that address the causes you previously identified. To do so, you will investigate what other countries, states, cities, or jurisdictions have done or are doing in this policy area. Select two options and analyze the advantages and disadvantages of each using a couple of key criteria. These criteria can include economic efficiency, fairness, or environmental consequences of the policy.

Political Analysis of the Alternative (Intermediate Deliverable at the End of Week 7) — Four Pages Total

The third component of the project is the most important: the political analysis of the alternatives. For each one of the policy options you chose, think about which stakeholders would be involved if this policy is actually discussed. What is the general stance of public opinion in this matter? Will the implementation of your policy affect issues that citizens consider highly salient? What interest groups would be affected? What coalitions will experience benefits from this proposal? Your analysis should, therefore, include a brief discussion about public opinion, interest groups, and political parties related to your issue.

Implementation Plan — Two Pages Total

The last component of your report consists in a roadmap for implementation. After you discuss the political feasibility of your proposal, think about what governments in the past and other countries have done to make things happen. Most environmental policies tend to generate strong opposition from affected groups, but this has not stopped policy-makers from making progress. Please be sure to discuss what specific actions (political campaigns, coalition-building, etc) you think are the best suited to implement your proposal.

   Important note: the *Definition of the Problem, Selection of Policy Options* and the *Political Analysis of the Alternatives* are intermediate assignments that have a separate weight on your grade; as mentioned above, you should submit each of these by the end of weeks 3, 5, and 7. Each of these intermediate reports will represent 10% of your grade. After each, I will provide some feedback that you can incorporate in the final version of the report, which represents 35% of your total grade. **Hence, the final report consists in the four revised building blocks plus the implementation plan. In total, the writing load for this class will be 10 pages.**

9

Research Resources

Here are some resources to get you started in your assignment:

Policy Analysis Framework

1. Charles M. Cameron, "Political Analysis Toolkit", availaible online: `https://scholar.princeton.edu/ccameron/political-analysis-toolkit`

Climate Change Policies

1. CAIT Climate Explorer, available online: `http://cait.wri.org/`

2. Climate Change Laws of the World, available online: `https://climate-laws.org/`]

3. Climate Action Tracker, available online at: `https://climateactiontracker.org/countries/`

4. Our World in Data, available online at: `https://ourworldindata.org/`

List of Topics

You can choose among any of the following eight prompts. I strongly prefer you do not change topics in the middle of the quarter. If you have to do it, keep in mind that you will need to prepare the three intermediate reports and final assignment for the new project.

Renewable Energy in Germany

Since 2003, the federal government of Germany committed to increase the share of renewable energies into the country's power mix. This major strategy, known as the "Energiewende", made Germany an international leader in clean energy. However, this policy has not resulted in lower carbon emissions; indeed, the country has higher carbon pollution than in the past. Moreover, due to political pressure, the government committed to phase-out the existing fleet of coal-based power plants, in addition to the current ban on nuclear energy. Your goal with this assignment is to advise the Federal Ministry of Economic Affairs and Energy about the best policy path to ensure the accessibility, affordability, sustainablity, and security of the German electricity sector. Keep in mind that all the technologies to generate electricity (solar, coal, gas, oil, nuclear, hydro) are still on the table and, therefore, you can propose any mix you prefer.

Emissions from the Transportation Sector in California

California is usually considered a climate leader in the world. However, even though the carbon intensity of the power sector has decreased substantially, transportation is still the main contributor of emissions in the state. Considering

10

that California cannot meet its emissions reductions targets without cleaning the transportation sector, the governor of California has instructed you to prepare a statewide transportation plan for the California Air Resources Board - the state's key climate change regulator under AB 197. Your plan should address reliance on oil as the main fuel for vehicles, infrastructure, urban and regional mobility, equitable access, and affordability.

Access to Electricity in India

The economy of India has dramatically increased over the last few decades. Moreover, the country will become the most populated nation in the world by 2030. Bringing energy to its citizens and firms is already massive challenge, which will become more difficult in the future. Even though the rates of electrification have increased substantially, there are still millions of citizens who lack power. Dozens of millions of others do not have enough electricity to satisfy their daily needs, and firms suffer from constant blackouts in the largest cities. Moreover, pollution has become one of the leading public health problems in the country—and coal-based energy remains a key source of pollutant substances. Your task is to prepare an electricity sector roadmap for the Ministry of Energy of India. The main question you should address is how to bring reliable and sustainable power to more than one billion citizens. Keep in mind the trade-offs between different power generation technologies.

Just Energy Transitions in the Coal Sector of Colombia

Across the world, the coal-mining industry is one of the leading opponents to climate action. For many communities, the extraction of coal is a key source of income and their main livelihood; therefore, the transition to clean energy represents a serious economic threat. In this essay, you will advise the Colombian Ministry of the Economy to implement a strategy to offset the losses of the coal mining workers in the country. Think about how the implementation of the renewable energy goals of the country affects the employment perspectives of the coal regions and how these communities can leverage on this potential to create new sources of employment and livelihoods.

Implementing a Carbon Tax in Washington State

In November 2016, Washington state became the first jurisdiction in the United States to put a carbon pricing initiative on the ballot. The measure did not gain enough popular support, and the electorate in the state rejected it with wide margins. In 2018, governor Inslee re-introduced the initiative; it was widely believed that reframing the policy as revenue neutral and its strong emphasis on local employment would make it more attractive to citizens. However, it did not happen. According to media sources, the oil industry spent substantial amounts of money on lobbying and media, which complicated the job of environmental activists. Your task is to propose a new climate communications strategy to the

11

office of the governor of Washington state. Given what we know about the 2016 and 2018 initiatives, how can the government of the state build an electoral winning coalition that support this decisive climate policy?

Sustainable Mining Practices for the Energy Transition

The transition to renewable energy will require of substantial amounts of natural resources, including key minerals and metals (such as cadmium, lithium, and others). Across the world, the mining industry is usually associated with environmental and social degradation in the communities where it operates. However, for many of these communities, access to revenues from mining is one of the best alternatives to promote economic development. How can we promote a balance between protection of the environment and extraction of natural resources? Your job will be to advise the Extractive Industries Transparency Initiative on how to improve the accountability of mining firms that extract minerals and metals related to the global energy transition.

Phasing Out Fossil Fuel Subsidies in Indonesia

Subsidies on gasoline consumption reach more than 1 trillion dollars. Besides their environmental costs (gasoline use is one of the main drivers of climate change), they have profound consequences for the public budgets of many governments around the world. However, the elimination of gasoline subsidies is politically dangerous, as the examples of Ecuador, Myanmar, Sudan, and Iran demonstrate. In many of these countries, poorer citizens devote a larger share of their budgets to transportation and, therefore, the cost of more expensive gasoline is usually concentrated in smaller sectors. Your job is to advise the Ministry of Economy of Indonesia to devise a plan to phase out fossil fuel subsidies. Think about the sectors most benefitted by the current status quo and the policy alternatives to offset their losses.

Weekly Schedule and Reading List

Week 1: The Basics of Climate Change

During the first week of the course, we will cover some basic concepts and terminology about climate change. These will be the foundation of the rest of the seminar. In the second session of this week, we will discuss the main drivers of climate change (in terms of the contributions of specific economic sectors) and the magnitude required to address this problem.

Required Readings (40 pages total)

1. Intergovernmental Panel on Climate Change (IPCC), "Climate Change 2014 Synthesis Report. Contribution of Working Groups I, II, and III to the Fifth Assessment Report of the IPCC", Geneva, Switzerland, pages 44-49 and 99-102, available at `https://ar5-syr.ipcc.ch/ipcc/ipcc/resources/pdf/IPCC_SynthesisReport.pdf`

2. Katharine Hayhoe, "How to Talk about Climate Change" 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. 105-111.

3. Williams, J.H., B. Haley, R. Jones (2015). "Policy implications of deep decarbonization in the United States." Nov 17, 2015, pp. 8-33.

13

Week 2: Societal Consequences of Climate Change

During the second week of the seminar, we will discuss the potential consequences of global warming in both economic and societal terms. We will see how, although the range of the effects depends mostly on the climate scenarios, regardless of the models there will be substantial disruptions to societies. The first session of the week will be about the economy and the second session will be about social effects, including conflict.

Required Readings (41 pages total)

1. Ryan Nunn, Jimmy O'Donnell, Jay Shambaugh, Lawrence H. Goulder, Charles D. Kolstad, and Xianling Long, "Ten facts about the economics of climate change and climate policy", Report by The Hamilton Project and the Stanford Institute for Economic Policy Research, October 2019.

2. Solomon Hsiang et al., "Estimating economic damage from climate change in the United States", *Science*, 30, June 2017, pp. 1362-1369.

3. Vally Koubi, "Climate Change and Conflict", *Annual Review of Political Science*, vol. 22, 2019, pp. 343-360.

4. Jainey K. Bavishi, "A Tale of Three Cities", 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. 157-164.

Week 3: Policies to Address Climate Change

During the third week of the seminar, we will talk about the wide range of policy options to address climate change. The main question guiding our discussion in these sessions is what have governments done to address climate change? As we saw before, the diversity of sectors involved in the problem implies that there are many different solutions that could be implemented to reduce emissions.

Required Materials (40 pages total and 56 minutes of listening)

1. Robert N. Stavins, "Policy Instruments for Climate Change: How Can National Governments Address a Global Problem?", *University of Chicago Legal Forum*, volume 1997, article 10, available at `https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?&article=1230&context=uclf`

2. Intergovernmental Panel on Climate Change (IPCC), "Climate Change 2014 Synthesis Report. Contribution of Working Groups I, II, and III to the Fifth Assessment Report of the IPCC", Geneva, Switzerland, page 108, available at `https://ar5-syr.ipcc.ch/ipcc/ipcc/resources/pdf/IPCC_SynthesisReport.pdf`

3. Chris Bataille, Céline Guivarch, Stephane Hallegatte, Joeri Rogelj and Henri Waisman, "Carbon prices across countries", *Nature Climate Change*, July 30 2018, pp. 648-650.

4. "2035: An Electric Number", Episode 3 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

15

Week 4: Foundations of Political Science for Climate Change, Part 1

The first three weeks of the seminar were focused on understanding the scientific and economic basis of climate change, including its causes, likely effects, and policy tools that governments can implement to address it. The rest of the course will center on the politics behind those solutions, from the perspective of public opinion, interest groups, political parties, and state bureaucracies. To do so, we will review some basics of political science theory, specifically on democratic accountability, political parties, and interest groups.

Required Readings (73 pages total)

1. "Parliamentary, Presidential, and Semi-Presidential Democracies", in William Roberts Clark, Matt Golder, and Sonia Nadenicheck Golder, *Principles of Comparative Politics*, SAGE Publishing, 2017, pp. 457-467, 499-504.

2. "Social Cleavages and Political Parties", in William Roberts Clark, Matt Golder, and Sonia Nadenicheck Golder, *Principles of Comparative Politics*, SAGE Publishing, 2017, pp. 585-601.

3. "Institutional Veto players", in William Roberts Clark, Matt Golder, and Sonia Nadenicheck Golder, *Principles of Comparative Politics*, SAGE Publishing, 2017, pp.645-668.

4. "The Effect of Political Institutions on Fiscal Policy", in William Roberts Clark, Matt Golder, and Sonia Nadenicheck Golder, *Principles of Comparative Politics*, SAGE Publishing, 2017, pp. 726-745.

16

Week 5: Foundations of Political Science for Climate Change, Part 2

In this week, we will discuss how scholars in political science have studied the politics of climate change, specifically on public opinion, democratic accountability, political parties, and interest groups. The first session of this week will be about the role of democratic accountability in climate-related issues, whereas the second week will be about the relevance of three key political actors—parties and interest groups.

Required Readings (68 pages total)

1. Patrick Egan and Megan Mullin (2017), "Climate Change: US Public Opinion," *American Political Science Review*, 20:209-227.

2. Matto Mildenberger, *Carbon Captured: How Business and Labor Control Climate Politics*, MIT Press 2020, pp. 39-64.

3. Jessica Green and Graeme Auld, *Unbundling the Regime Complex: The Effects of Private Authority*, *Transnational Environmental Law*, 6:2 (2017), pp. 259–284.

17

Week 6: The Political Economy of Electricity: Utilities, Coal, and Renewables

This will be the first of four weeks on the political economy of carbon emissions across different economic sectors. Access to affordable and reliable electricity is essential to sustaining the living standards of the world's populations. However, for most of the past century, the expansion of electricity has prioritized generation from cheap and secure sources like coal. Over the last few decades, renewable energy has become ubiquitous and cheap; nonetheless, there are still important political obstacles to the deployment of solar and wind power across the world.

During the first session of the week we will analyze the politics of electricity in the developed world. The second session will be devoted to discuss how this changes in developing countries.

Required Materials (28 pages total and 124 minutes of listening)

1. Michael Aklin and Johannes Urpelainen, *Renewables: The Politics of a Global Transition*, MIT Press, 2018, pp.3-15.

2. Patrick Bayer and Johannes Urpelainen, "It Is All about Political Incentives: Democracy and Renewable Feed-in Tariff", *The Journal of Politics*, vol. 78, number 2, 2016, pp. 603-619.

3. Leah Stokes, *Short Circuiting Policy: Interest Groups and the Battle Over Clean Energy and Climate Policy in the American States*, virtual book launch video, available on Youtube, 72 minutes.

4. Johannes Urpelainen, *Escaping the Energy Poverty Trap: When and How Governments Power the Lives of the Poor*, book presentation by the author, Initiative for Sustainable Energy Development, Johns Hopkins University SAIS, 52 minutes, available online at: https://sais-isep.org/isepevents/on-the-records

18

Week 7: The Fossil Fuels Industry and Climate Change Part 1

This will be the first of two weeks centered on the role of the oil industry in climate politics, specifically in developed countries. We will start the discussion with an overview of the historical responsibility of major oil companies and their rise as some of the largest corporations in the world. Then, we will delve into their climate communications' strategy, which has had important consequences for the climate movement. Finally, we will discuss some of the challenges for the transition to more sustainable forms of transportation.

Required Materials (38 pages total and 138 minutes of listening)

1. Peter C. Frumhoff, Richard Heede, and Naomi Oreskes, "The climate responsibilities of industrial carbon producers", *Climatic Change*, vol. 132, issue 2, 2015, pp. 157-171.

2. *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming*, documentary based on the book from Naomi Oreskes, available online, 93 minutes.

3. "Trump's Fossil Fuel Bailout", Episode 4 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

4. Jonas Meckling and Jonas Nahm, "When do states disrupt industries? Electric cars and the politics of innovation", *Review of International Political Economy*, vol. 25, issue 4, 2018, pp. 505-529.

19

Week 8: The Fossil Fuels Industry and Climate Change (Part 2)

In this week, we will discuss the role of oil wealth in the developing world. Most of the oil reserves in the planet are located in Asia, Africa, and Latin America; a long-standing strand of research in political science has studied how access to oil riches affects the political development of nations and, in the process, makes it more difficult to transition to cleaner sources of energy.

Required Materials (38 pages total and 57 minutes of listening)

1. Michael Ross, *The Oil Curse: How Petroleum Wealth Shapes the Development of Nations*, Princeton University Press, 2012, pp. 223-253.

2. Franziska Funke, Laura Merrill, "How Reforming Fossil Fuel Subsidies Can Go Wrong: A lesson from Ecuador", *International Institute for Sustainable Development*, October 2019.

3. Carter Squires, Kelsey Landau, and Robin J. Lewis, "Uncommon ground: The impact of natural resource corruption on indigenous peoples", The Brookings Institution, August 7th 2020, available online.

4. Paasha Mahdavi, "The Politics of Oil Nationalizations and Implications for the Energy Transition", webinar hosted by the Initiative for Sustainable Energy Development, Johns Hopkins Uni-versity SAIS, 57 minutes, available online at: https://sais-isep.org/isepevents/on-the-records

20

Week 9: Urbanization and Housing

In this week, we will discuss the role of a major historical process associated with the emission of pollutants into the atmosphere: urbanization. During the first session, we will discuss the role of cities as major carbon emitters, but also as key centers of innovation and climate action, on issues like public transportation, affordable housing, and sustainable urban design. In the second session, we will study the intersection between social justice, housing, and climate change.

Required Readings (5 pages total and 125 minutes of listening)

1. David Wachsmuth, Daniel Aldana Cohen and Hillary Angelo, "Expand the frontiers of urban sustainability", *Nature*, August 23, 2016, pp. 391-393.

2. Daniel Kammen, "Housing Policy is Climate Policy", *The New York Times*, March 25, 2019.

3. "Paths to (and from) climate gentrification" Parts 1 and 2, in *In This Climate*, podcast hosted by Indiana University, February 7th and 17th 2020, available on Spotify.

4. "Transportation for Communities and a Healthy Planet", in *Climate Conversations*, podcasted hosted by the MIT, December 2017, available online at: https://podcasts.apple.com/us/podcast/climate-conversations-a-climate-change-podcast/id1265791892?mt=2

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

22

POL SCI 98T

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| Main Menu | Inventory | Reports | Help | Exit |

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**

Instructor	Name	Title
	César Benshuni Martínez-Álvarez	**Teaching Fellow**

Quarters Taught	☐ Fall	☐ Winter	☑ Spring	☐ Summer

Department	**Political Science**	
Contact	Name	E-mail
	ALISON FEDYNA	**afedyna@teaching.ucla.edu**
Routing Help		

ROUTING STATUS

Role: Registrar's Scheduling Office

Status: Pending Action

27 of 28

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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