

EVST 4410
How Do You Solve a Problem Like Climate Change (With Policy)?
Fall 2022

Professor: Josh Basseches (he/him/his)
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504-862-8319

Class Meets: Wednesdays, 3:00-5:30pm

Classroom: Richardson Building, Room 106

Office Hours/Location: Wednesdays, 12:45-2:45pm or by appointment, Norman Mayer Building 305¹ (or via Zoom)

Course Catalog Information

Prerequisite(s): EVST 1010 and EVST 3310
Credit Hours: 3 (4 for Writing Intensive students)

Course Description and Goals

Climate change has been called a “wicked problem,” not only because of its devastating impacts, especially on parts of the world that are already economically disadvantaged, but also because of the unique political challenges associated with trying to “solve” it through public policy.

In this seminar, we will explore the particular nature of these challenges. We will then consider different policy options, both their impacts on various constituencies and the associated politics that might help or impede their chances of adoption. We will examine both hypothetical policy proposals that were never adopted as well as actual policies that have been adopted, assessing how they came about and if/how they are working out.

The culmination of the course will be a policy paper in which you will argue in favor of a particular policy prescription – either one we have covered in the course or an original one you develop – applying course content to justify your choice.

Learning Objectives

After successfully completing this course, you should be able to:

¹ Regrettably, the upper floors of the Norman Mayer building are inaccessible for persons with certain physical disabilities. I’m always happy to meet you on Zoom if my office is not accessible to you.

- Read scholarly writing efficiently, recognizing key points and avoiding getting bogged down by unimportant details
- Understand (and be able to explain to others) why climate policy is so politically challenging, what progress has been made despite the challenges, and what challenges remain
- Understand the importance of policy design, not just policy adoption
- Think critically about the interplay between politics and policy
- Communicate effectively, both orally and in writing, about policy tradeoffs and their impacts on relevant stakeholders
- Learn from your peers, and appreciate the diverse points of view on a complex topic

Course Materials:

There are two required books for this course, and an additional book that is recommended, but not required. These books are available for purchase from the campus bookstore, or online vendors such as Amazon.com.

All other materials will be scanned as PDFs and made available to you on the course Canvas page. Regarding the scanned materials, however, please keep in mind that these are copyrighted materials and it is unlawful to distribute them outside of the class.

Regarding book purchases, I am sensitive to the fact that some students are more financially secure than others, and I would invite you to contact me confidentially if you believe that you cannot afford to purchase the requisite books. In such circumstances, I will be happy to make alternative arrangements so that you can access the material free of charge.

Required Books:

Mildenberger (2020). *Carbon Captured: How Business and Labor Control Climate Politics*.

Cullenward and Victor (2020). *Making Climate Policy Work*.

Recommended Book:

Stokes (2020). *Shortcircuiting Policy: Interest Groups and the Battle over Clean Energy and Climate Policy in the American States*.

Course Requirements and Grading Policies:

There are four elements of the final grade you will receive in this course: 1) weekly Canvas posts, 2) a guest speaker memo, 3) a midterm, and 4) a final. Two of them – the midterm and final – are major writing assignments.

Those who are enrolled in the course for “writing intensive” (WI) credit will have a slightly different set of requirements/expectations for these two assignments (see below for details). However, any student not enrolled for WI credit still has the *option* (not required) of meeting the WI requirements voluntarily for either or both assignment(s). In that case, you simply need to let me know by the dates indicated on the syllabus if you want to “opt in” to the WI requirements; the default requirements/expectations will be based on how you enrolled.

Midterm Writing Assignment (30% of final grade): This will function as the midterm assessment for the course. It will be a 5-7 page (double-spaced) “take-home essay” assignment in which you will be asked to respond to a prompt provided by me. You can refer to any materials from class (it’s “open book,” “open notes”) but you must work individually on the assignment and should not discuss your response with your classmates. You will be asked to reference/cite course materials and readings in support of an argument you will make in response to the prompt. *WI students will be required to submit an outline of their essay for feedback in advance of the deadline and will be expected to incorporate any instructor suggestions in their final drafts. While this assignment will represent 30% of the final grade for all students, the grading rubric for WI students will be slightly different, placing greater emphasis on organization/structure of the argument as well as writing style.*

Final Writing Assignment (35% of final grade): This will be a 10-14 page (double-spaced) policy paper in which you will draw on course materials and readings to argue in support of a particular policy prescription to address climate change. You can refer to any materials from class (it’s “open book,” “open notes”) but you must work individually on the assignment and should not discuss your response with your classmates. *WI students will be required to submit a rough draft of their paper for feedback in advance of the deadline and will be expected to revise their final draft based on instructor feedback. While this assignment will represent 35% of the final grade for all students, the grading rubric for WI students will be slightly different, placing greater emphasis on organization/structure of the argument as well as writing style. More specific guidelines will follow separately.*

Guest Speaker Memo (15% of final grade): Throughout the semester, we will have 2-4 distinguished guest speakers join our class. For this assignment, you will pick one of these speakers and write a 1-2 page (double-spaced) analyzing the speaker’s comments in relation to material we have read for class. More specific guidelines will follow separately.

Questions on Canvas (20% of final grade): Each week (except for the first week), you are asked to make a short (1 paragraph max.) post on Canvas, asking an analytical question or two based on one or more of the readings assigned for a given class. These question posts are an opportunity to demonstrate that you’ve completed the reading and have thought about it critically. I will sometimes incorporate these questions into our class discussions. Questions must be posted to Canvas by no later than 11:59pm CT the Tuesday before class meets.

The numerical score-to-letter-grade conversion used for your final grade in this course is:

A: 93-100

A-: 90-92

B+: 88-89
B: 83-87
B-: 80-82
C+: 78-79
C: 73-77
C-: 70-72
D: 60-69
F: 0-59

ADA/Accessibility Statement:

Tulane University is committed to offering classes that are accessible. If you anticipate or encounter disability-related barriers in a course, please contact the Goldman Center for Student Accessibility to establish reasonable accommodations. If approved by Goldman, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. I will never ask for medical documentation from you to support potential accommodations needs.

Goldman Center Contact Information:

Email: goldman@tulane.edu; Phone: (504) 862-8433; Website: <https://accessibility.tulane.edu>

Code of Academic Conduct:

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e. [Code of Academic Conduct](#) and [Code of Student Conduct](#)) and acknowledges the right of the university to take disciplinary action, including suspension and expulsion, for conduct judged unsatisfactory or disruptive.

Academic Integrity: You are expected to produce work that is entirely your own (unless otherwise indicated, such as a group project). Plagiarism and other forms of academic dishonesty will not be tolerated under any circumstances. All student work in this class may be analyzed electronically for violations of the University's Code of Academic Conduct and may also be included in a database for the purpose of testing for plagiarized content. Students who plagiarize will automatically fail the course and be referred to the Dean's office for consideration of further disciplinary action.

Equity, Diversity and Inclusion Statement:

Equity, diversity and inclusion (EDI) are important Tulane values that are key drivers of academic excellence. I hope and expect that the students enrolled in this class will come from a variety of backgrounds, and have a variety of views about the topics we will discuss. All students must feel comfortable and safe expressing their perspectives in class. Any student who feels

disrespected due to the views they choose to express in class, or on the basis of their race/ethnicity, religion, gender identity and/or expression, sexual orientation, age, disability, or socio-economic status, is strongly encouraged to reach out to me to discuss their concerns confidentially.

Religious Accommodation Policy:

Per Tulane’s religious accommodation policy as stated at the bottom of Tulane’s [academic calendar](#), I will make every reasonable effort to ensure that students are able to observe religious holidays without jeopardizing their ability to fulfill their academic obligations. Excused absences do not relieve students from responsibility for any course work required during the period of absence. Students should notify me within the first two weeks of the semester about their intent to observe any holidays that fall on a class day or during the final exam period.

Title IX:

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available; you can learn more at <https://allin.tulane.edu>. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am required by the university to share your disclosure in a Care Connection to the Office of Case Management and Victim Support Services to be sure you are connected with all the support the university can offer. The Office of University Sexual Misconduct Response and Title IX Administration is also notified of these disclosures. You choose whether or not you want to meet with these offices. You can also make a disclosure yourself, including an anonymous report, through the form at <https://tulane.edu/concerns>.

Confidential	Private
<p><i>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</i></p> <ul style="list-style-type: none"> ▪ Counseling & Psychological Services (CAPS) (504) 314-2277 ▪ The Line (24/7) (504) 264-6074 	<p><i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i></p> <ul style="list-style-type: none"> ▪ Case Management & Victim Support Services (504) 314-2160 or srss@tulane.edu ▪ Tulane University Police (TUPD) Uptown - (504) 865-5911 Downtown – (504) 988-5531

<ul style="list-style-type: none"> ▪ Student Health Center (504) 865-5255 ▪ Sexual Aggression Peer Hotline and Education (SAPHE) (504) 654-9543 	<ul style="list-style-type: none"> ▪ Office of University Sexual Misconduct Response and Title IX Administration (504) 865-5611 or titleix@tulane.edu ▪ Student Affairs Professional On-Call (24/7) (504) 920-9900
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Emergency Preparedness and Response:

EMERGENCY NOTIFICATIONS: TU ALERT	SEVERE WEATHER
<p>In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and/or phone call. You were automatically enrolled in this system when you enrolled at the university.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>	<ul style="list-style-type: none"> ▪ Follow all TU Alerts and outdoor warning sirens ▪ Seek shelter indoors until the severe weather threat has passed and an all-clear message is given ▪ Do not use elevators ▪ Do not attempt to travel outside if weather is severe <p>Monitor the Tulane Emergency website (tulane.edu/emergency/) for university-wide closures during a severe weather event</p>
ACTIVE SHOOTER / VIOLENT ATTACKER	EVERBRIDGE APP
<ul style="list-style-type: none"> ▪ RUN – run away from or avoid the affected area, if possible ▪ HIDE – go into the nearest room that can be locked, turn out the lights, and remain hidden until all-clear message is given through TU ALERT ▪ FIGHT – do not attempt this option, except as a last resort ▪ For more information or to schedule a training, visit emergencyprep.tulane.edu 	<ul style="list-style-type: none"> ▪ Download the Everbridge app from the App Store or Google Play store ▪ The Report feature allows you to silently and discreetly communicate with TUPD dispatchers ▪ The SOS button allows you to notify TUPD if you need help ▪ The Safe Corridor button serves as a virtual escort and allows you to send check-in notifications to TUPD

Other Course Policies:

Attendance: A seminar-style capstone course like this one only succeeds when students show up and actively participate. I expect you to attend every class meeting unless formally excused. Excused absences can be due to reasons that include religious observances, university-sponsored athletic competition, and family emergencies and health. Please let me know if you are unable to attend class, and keep in mind it is your responsibility to make up anything you have missed. While attendance is not a direct component of your grade, poor attendance will adversely affect your grade indirectly, since assignments will require you to master content covered in class in addition to outside readings.

Assignment Deadlines: You are expected to submit all written work on time. Submitting writing assignments late will result in a five-point grade drop (out of 100 possible points) for each day the assignment is late, and no assignments will be accepted more than three days late. Extensions are discouraged but possible in extenuating circumstances, and must be negotiated with me **in advance of the deadline**, on a student-by-student basis, and through written (email) communication.

Electronic Devices: Please use them only for class-related purposes. I reserve the right to ask you not to use them (unless required as a reasonable accommodation for a documented disability), though I do not plan to do so. However, the use of electronic devices will not be permitted when a guest speaker visits the class (again, except if required as a reasonable accommodation for a documented disability).

Office Hours and Appointments: My office hours are listed at the top of the syllabus, and I'm also available by appointment if they do not work with your schedule. In general, I would appreciate you letting me know in advance via email if you plan to attend my office hours on a given day. If multiple students plan to visit office hours that day, letting me know in advance can also minimize your wait time. Please keep in mind that, while I am happy to meet outside of office hours, it is important that you request such a meeting as far in advance as possible to ensure we are able to find a mutually convenient time to meet.

COVID-19: To protect all of our health, I will strictly enforce any university policies regarding precautions in the classroom to avoid the spread of COVID-19 or other contagious illnesses. Face masks will be required for any in-person office hours meetings or appointments and I would encourage such meetings to take place over Zoom, especially if you are not feeling well. In that case, please just email me and I will send you a Zoom link.

Readings: This is an upper-level senior capstone seminar, and as a result, there is a significant amount of reading. Unless otherwise stated, you are responsible for completing all of the required reading listed on this syllabus. One skill that I hope you will learn throughout the class is how to read efficiently, and when possible skim, in order to glean the most important points from the readings without getting bogged down by unimportant details. In certain cases, either on the syllabus or verbally in class, I will suggest "shortcuts" to the readings, such as certain pages that can be skimmed or skipped entirely. Therefore, it is important that you read the syllabus carefully before setting out to complete the reading and also that you attend class regularly so that you do not miss important announcements regarding the readings. In addition, while I will not add readings, I *may* remove readings, based on how the course is going and feedback I receive throughout the semester. If/when readings are removed, this information will be announced during class—another reason why coming to class is so important!

Important Dates:

August 26: Last Day to Confirm Enrollment

September 2: Last Day to Register/Add; Last Day to Drop with 100% Tuition Refund

September 9: Last Day to Drop with 75% Tuition Refund

September 16: Last Day to Drop with 50% Tuition Refund
September 23: Last Day to Drop with 25% Tuition Refund; Last Day to Drop without Record, Last Day to Change Grading Rules to “Audit”
September 26: Deadline to “opt in” to WI requirements for Midterm Writing Assignment
September 30: WI students only: Midterm Writing Assignment Outline Due
October 7: Final Draft of Midterm Writing Assignment Due for All Students
October 29 and 30: Designated make-up days (only used in event of University closure)
November 12 and 13: Designated make-up days (only used in event of University closure)
November 28: Deadline to “opt in” to WI requirements for Final Writing Assignment
December 2: Guest Speaker Memo Due
December 5: WI students only: Rough Draft of Final Writing Assignment Due
December 14: Final Writing Assignment Due for All Students

Course Schedule:

Unit 1: Foundations of Climate Policymaking:

Week 1:

Wednesday, August 24: Theoretical Foundations

Readings Due:

- Spaargaren & Mol (1992), “Sociology, Environment, and Modernity: Ecological Modernization as a Theory of Social Change.” *Society and Natural Resources*.
- Gould, Pellow, and Schnaiberg (2004), “Interrogating the Treadmill of Production: Everything You Wanted to Know About the Treadmill but Were Afraid to Ask.” *Organization and Environment*.
- Bernauer (2013). “Climate Change Politics.” *Annual Review of Political Science*.
- Aklin & Mildenerger (2020), “Prisoners of the Wrong Dilemma: Why Distributive Conflict, Not Collective Action, Characterizes the Politics of Climate Change.” *Global Environmental Politics*.

Week 2:

Wednesday, August 31: Institutional Foundations

Readings Due:

- Mildenerger (2021), “The Development of Climate Institutions in the United States.” *Environmental Politics*.
- Mildenerger (2020). *Carbon Captured: How Business and Labor Control Climate Politics*. Chapter 1 (skip p. 13-19).

- Karapin (2020). “Federalism as a Double-Edged Sword: The Slow Energy Transition in the United States.” *Journal of Environment and Development*.
- **Optional/Recommended:** Stokes (2020). *Shortcircuiting Policy: Interest Groups and the Battle over Clean Energy and Climate Policy in the American States*. Chapter 1, p. 1-30.

Week 3:

Wednesday, September 7: Political Foundations

Guest Speaker: Ben Hellerstein

Readings Due:

- Rabe (2004). *Statehouse and Greenhouse: The Emerging Politics of American Climate Change Policy*. Chapter 1.
- Mildenberger et al. (2017). “The Spatial Distribution of Republican and Democratic Climate Opinions at State and Local Scales.” *Climatic Change*.
- Mildenberger (2020). *Carbon Captured: How Business and Labor Control Climate Politics*. Chapter 2.
- **Optional/Recommended:** Stokes (2020). *Shortcircuiting Policy: Interest Groups and the Battle over Clean Energy and Climate Policy in the American States*. Chapter 3.

Unit 2: Climate Policy Design Principles

Week 4:

Wednesday, September 14: Market-Based Policy

Readings Due:

- Krugman (2015). “Environmental Economics 101: Overcoming Market Failures.” Chapter 17 in *Global Environmental Politics*.
- Rabe (2018). *Can We Price Carbon?* Chapters 1 and 2.
- Prasad (2010), “Taxation as a Regulatory Tool: Lessons from Environmental Taxes in Europe.” In *Government and Markets: Toward a New Theory of Regulation*.

Week 5:

Wednesday, September 21: Critiques of Carbon Pricing and Its Political Viability

Readings Due:

- Cullenward and Victor (2020). *Making Climate Policy Work*. Chapter 1.
- Green (2021). “Does Carbon Pricing Reduce Emissions? A Review of Ex-post Analyses.” *Environmental Research Letters*.
- Young et al. (2022). “Framing Market-Based Versus Regulatory Climate Policies: A Comparative Analysis.” *Review of Policy Research*.

Week 6:

Non-WI students wishing to “opt in” to WI expectations/requirements for Midterm Writing Assignment must notify Prof. Basseches (via email) by 11:59pm CT on Monday, September 26

Wednesday, September 28: Justice-Oriented Policy, Part 1

Readings Due:

- Yang (2002), “Melding Civil Rights and Environmentalism: Finding Environmental Justice’s Place in Environmental Regulation.” *Harvard Environmental Law Review*.
- Harlan et al. (2015). “Climate Justice and Inequality.” In *Climate Change and Society: Sociological Perspectives*.
- Bergquist et al. (2020). “Combining Climate, Economic, and Social Policy Builds Public Support for Climate Action in the U.S.” *Environmental Research Letters*.

WI STUDENTS: Outline of Midterm Writing Assignment is Due Friday, September 30 at 5:00pm CT (submit via Canvas)

Week 7:

Wednesday, October 5: Justice-Oriented Policy, Part 2

Guest Speaker: Mike Méndez

Readings Due:

- Mendez (2020). *Climate Change from the Streets*. Chapter 1.
- Basseches et al. (2021). “Coalitions That Clash: California’s Climate Leadership and the Perpetuation of Environmental Inequality.” *Research in Political Sociology*.

ALL STUDENTS: Midterm Writing Assignment is Due Friday, October 7 at 5:00pm CT (submit via Canvas)

Unit 3: Climate Policy Instruments and Complexities of Design

Week 8:

Wednesday, October 12: Policy Instruments

Guest Speaker: State Senator Mike Barrett

Readings Due:

- Carley (2011), “The Era of State Energy Policy Innovation: A Review of Policy Instruments.” *Review of Policy Research*.
- Climate XChange July 2021 Report, “How Do States Plan to Meet Their Climate Commitments?”
- Glasgow et al. (2021). “Rethinking Climate Change Leadership: An Analysis of the Ambitiousness of State GHG Targets.” *Review of Policy Research*.

- Martin and Saikawa (2017). “Effectiveness of State Climate and Energy Policies in Reducing Power-Sector CO2 Emissions.” *Nature Climate Change*.

Week 9:

Wednesday, October 19: Comparative National Policy

Readings Due:

- Mildenberger (2020). *Carbon Captured: How Business and Labor Control Climate Politics*. Chapters 3 and 5, Skim Chapter 6.

Week 10:

Wednesday, October 26: Carbon Market Problems: Focus on Policy Design, Part 1

Readings Due:

- Cullenward and Victor (2020). *Making Climate Policy Work*. Chapters 2-5.

Week 11:

Wednesday, November 2: Carbon Market Problems: Focus on Policy Design, Part 2

Readings Due:

- Cullenward and Victor (2020). *Making Climate Policy Work*. Chapters 6 and 8.
- Basseches (Forthcoming). “California Cap-and-Trade: History, Design, Effectiveness.”

Week 12:

Wednesday, November 9: RPS Policy Design Complexities

Readings Due:

- Fischlein and Smith (2013). “Revisiting Renewable Portfolio Standard Effectiveness: Policy Design and Outcome Specification Matter.” *Policy Sciences*.
- Barbose (2021). “U.S. Renewable Portfolio Standards 2021 Status Update: Early Release.” *Lawrence Berkeley National Laboratory*.

Week 13:

Wednesday, November 16: Climate Justice and Policy Design

Readings Due:

- Welton and Eisen (2019). “Clean Energy Justice-Charting an Emerging Agenda.” *Harvard Environmental Law Review*.

Wednesday November 23: NO CLASS, THANKSGIVING BREAK

Unit 4: Federal Climate Policy Right Now

Week 14:

Non-WI students wishing to “opt in” to WI expectations/requirements for Final Writing Assignment must notify Prof. Basseches (via email) by 11:59pm CT on Monday, November 28

Wednesday, November 30: Federal Climate Policy Right Now

Guest Speaker: Sam Ricketts

Readings Due:

- Davenport and Friedman (2022). “Five Decades in the Making: Why It Took Congress So Long to Act on Climate.” *New York Times*.
- Teirstein (2022). “House Passes the Inflation Reduction Act, the ‘Most Significant’ Climate Bill in U.S. History.” *Grist*.
- Evergreen Action (2022). “Evergreen Explains: The Climate Impact of the Inflation Reduction Act.”
- Lavelle (2022), “After 25 Years of Futility, Democrats Finally Jettison Carbon Pricing in Favor of Incentives to Counter Climate Change.” *Inside Climate News*.
- Bittle (2022). “The Inflation Reduction Act Promises Thousands of New Oil Leases. Drillers Might Not Want Them.” *Grist*.
- Storrow (2022), “Exemptions in Climate Bill Fuel Debate about LNG Emissions.” *E&E News*.

ALL STUDENTS: Guest Speaker Memo Due Friday, December 2 at 5:00pm CT (submit via Canvas)

Week 15:

WI STUDENTS: Final Writing Assignment Rough Draft Due Monday, December 5 at 5:00pm CT (submit via Canvas)

Wednesday, December 7: TBD

Readings Due:

- TBD

ALL STUDENTS: Final Writing Assignment Due Wednesday, December 14 at 11:59pm CT (submit via Canvas)