

---

Boston University  
**Department of International Relations**  
**Department of Earth and Environment**

---

**IR/GE 599**

**Science, Politics and Climate Change**

**Spring 2013**

**Wednesdays**

**1:00 – 4:00PM**

**IRB 102 (154 Bay State Road)**

Henrik Selin

154 Bay State Road

Room 405

E-mail: [selin@bu.edu](mailto:selin@bu.edu)

Office Hours:

Wednesdays 4:00-5:00PM

Thursdays 2:00-4:00PM

Other times by appointment

## **Introduction**

This course focuses on the interplay between science and politics through the analytical perspective of science and technology studies (STS) and applies a STS perspective to climate change science and policy. STS is an interdisciplinary field that examines the societal context in which science is conducted and the interplay between science and politics in identifying and addressing policy issues. The course introduces students to STS and to central scientific and political debates that shape climate change policy at global, national and local levels. The course provides a broad overview of the key analytical concepts, actors, concerns, and issues. The goal is to understand the larger picture of the intertwining relationships between scientific and political systems that shape policy with a focus on climate change policy.

This course, which is based on a combination of lectures and extensive class discussion, begins with an introduction to STS and different way to conceptualize relationships between science and policy. These perspectives are applied to the area of climate change science and policy. The course looks at how major climate change assessments are generated, their purpose, how they inform (or do not inform) policy, and ask the question of why some assessments are successful in influencing policy while others are largely ignored. In conjunction with examining these issues, the course examines major policy development on climate change internationally and in North America. In class, we will discuss major achievements and shortcomings of these policy developments, and how they relate (or do not relate) to each other from the perspective of effective multilevel governance.

## **Prerequisites**

There are no formal prerequisites for this course. Contact the professor if you have any questions.

## Attendance & Grading

Great importance will be placed on regular attendance (including arriving on time and not leaving early), active and productive class participation, and timely submission of assignments. There will be a penalty for late submissions of assignments and for irregular attendance, although individual emergencies will be accommodated as far as possible. In such cases, students should make every effort to talk with the instructor before the said class. The final grade for the class will be calculated as follows:

<input checked="" type="checkbox"/> • Class Participation	10% (20 points)
<input checked="" type="checkbox"/> • Critical Review of STS	20% (40 points)
<input checked="" type="checkbox"/> • Policy Memorandum	15% (30 points)
<input checked="" type="checkbox"/> • Op-Ed	15% (30 points)
<input checked="" type="checkbox"/> • Research Paper	40% (80 points)
<b>TOTAL</b>	<b>100% (200 points)</b>

## Assignments

Assignments will be explained in greater detail on the first day of class, but students are required to complete four individual written assignments in addition to active class participation.

### **CLASS PARTICIPATION (10% of grade, 20 points)**

Class meetings are designed to be a series of discussion meetings, rather than lecture meetings, with full participation by all students. Active student participation will be an important part of the class, and students should come well prepared to speak their mind and to be called upon to speak their mind!

### **CRITICAL REVIEW OF STS (20% of grade, 40 points)**

Students will write a critical review of STS. The review should discuss the strength and weaknesses of STS analysis as a means for understanding scientific investigation and science and politics interplay in theory and practice. The review assignment will be handed out during class #5 (February 13th) and is due at the beginning of class #6 (February 27nd).

### **POLICY MEMORANDUM (15% of grade, 30 points)**

Students will write a short policy memorandum on the U.S. role in global climate change policy. The policy memorandum assignment will be handed out during class #9 (March 27th) and is due at the beginning of class #10 (April 3rd).

### **OP-ED (15% of grade, 30 points)**

Students will write a climate change related Op-Ed aimed for a major U.S. newspaper (for example, NY Times, Washington Post, the Boston Globe or LA Times). The text shall address some aspect of the climate change issue and follow the general guidelines for an Op-Ed. Students are free to choose their own targeted newspaper, specific topic, and style of writing as long as it is in the general form of an Op-Ed. The assignment will be handed out during class #12 (April 17th) and is due at the beginning of class #13 (April 24th).

### **RESEARCH PAPER (40% of grade, 80 points)**

A short research paper (8 pages for undergraduates and 10 pages for graduate students, single spaced) is due by beginning of class #14 on May 1st. This research paper should both be a descriptive and a proscriptive analysis of a particular aspect of climate change assessment, policy making and/or abatement. The paper should be properly referenced and footnoted and written in proper academic style. Additional information regarding the research paper will be given in class and each student will be required to present a paper topic in class on class #10 (April 3rd).

## Academic Honesty

The *American College Dictionary* defines plagiarism as “Copying or imitating the language, ideas, or thoughts of another author and passing off the same as one’s original work.” Plagiarism is intellectual theft and violates the student honor code. Exact quotations must have quotation marks and the appropriate citation. Paraphrases, even if not exact quotes, must nonetheless have the appropriate citation. Submitting a paper written by someone else, whether ‘borrowed’ from a friend or purchased from a ‘service’, even if updated, constitutes plagiarism. Using the Internet for research is allowed and encouraged, but plagiarizing its resources is not allowed. Cheating of any sort, submitting the same work for more than one course, deliberately impeding the academic performance of others, and other forms of academic misconduct are serious offenses. As a general rule, if you have any doubts, give credit to the source!

## Readings

There are three required books for the course:

- SERGIO SISMONDO. 2010. *An Introduction to Science and Technology Studies*. Oxford: Blackwell Publishing. 2nd edition.
- SPENCER R. WEART. 2008. *The Discovery of Global Warming*. Cambridge: Harvard University Press. 2nd edition.
- KERRY EMANUEL. 2012. *What We Know About Climate Change*. Cambridge: Boston Review/MIT Press.

The books are available for purchase at Barnes and Noble at Boston University Bookstore, various web based book sellers. The course uses the Blackboard Learn system. All readings in addition to those found in the required books will be posted the Blackboard Learn website under Course Documents (<https://learn.bu.edu>). To ensure meaningful class discussion, it is very important that students have read the assigned readings before each class.

# Course Organization

---

## Class #1

### Course Introduction

- **KSG PROGRAM ON SCIENCE, TECHNOLOGY & SOCIETY:** <http://sts.hks.harvard.edu/>
  - **REAL CLIMATE:** <http://www.realclimate.org>
  - **CLIMATE ARK:** <http://www.climateark.org>
  - **IISD:** [http://www.iisd.ca/process/climate\\_atm.htm](http://www.iisd.ca/process/climate_atm.htm)
- 

## Class #2

### Introduction to Science and Technology Studies I & Discovering Climate Change I

- **SERGIO SISMONDO.** 2010. *An Introduction to Science and Technology Studies*. Oxford: Blackwell Publishing. Chapters 1-4, p.p. 1-46.
  - **SPENCER R. WEART.** 2008. *The Discovery of Global Warming*. Cambridge: Harvard University Press. Chapters 1-2, p.p. 1-37.
  - **SPENCER R. WEART:** <http://www.aip.org/history/climate>.
- 

## Class #3

### Introduction to Science and Technology Studies II & Discovering Climate Change II

- **SERGIO SISMONDO.** 2010. *An Introduction to Science and Technology Studies*. Oxford: Blackwell Publishing. Chapters 5-10, p.p. 47-119.
  - **SPENCER R. WEART.** 2008. *The Discovery of Global Warming*. Cambridge: Harvard University Press. Chapters 3-5, p.p. 38-113.
- 

## Class #4

### Introduction to Science and Technology Studies III & Discovering Climate Change III

- **SERGIO SISMONDO.** 2010. *An Introduction to Science and Technology Studies*. Oxford: Blackwell Publishing. Chapters 11-16, p.p. 128-167.
  - **SPENCER R. WEART.** 2008. *The Discovery of Global Warming*. Cambridge: Harvard University Press. Chapters 6-9 and Reflections, p.p. 114-204.
- 

## Class #5

### Science and Policy Interactions

---

- **SERGIO SISMONDO.** 2010. *An Introduction to Science and Technology Studies*. Oxford: Blackwell Publishing. Chapters 15-17, p.p. 168-204.
- **SIMON SHAKLEY AND BRIAN WYNNE.** 1995. "Global Climate Change: The Mutual Construction of an Emergent Science-Policy Domain" *Science and Public Policy* 22(4): 218-230 (Blackboard).
- **SHEILA JASANOFF.** 2001. "Image and Imagination: The Formation of Global Environmental Consciousness" in Clark A. Miller and Paul N. Edwards (Eds.) *Changing the Atmosphere: Expert Knowledge and Environmental Governance*. Cambridge: MIT Press (Blackboard).
- **KERRY EMANUEL.** 2012. *What We Know About Climate Change*. Cambridge: Boston Review/MIT Press.
- **INTERGOVERNMENTAL PANEL ON CLIMATE CHANGE:** <http://www.ipcc.ch>

## Class #6

### Global Climate Change Science and Policy I

- **HENRIK SELIN AND STACY D. VANDEVEER.** 2013. "Global Climate Change: Beyond Kyoto" in N. J. Vig and M. E. Kraft (eds.) *Environmental Policy: New Directions for the Twenty-First Century*, 8th edition. Washington DC: CQ Press, pp 278-298 (Blackboard).
- **CLARK A. MILLER.** 2001. "Challenges in the Application of Science to Global Affairs: Contingency, Trust and Moral Order" in Clark A. Miller and Paul N. Edwards (Eds.) *Changing the Atmosphere: Expert Knowledge and Environmental Governance*. Cambridge: MIT Press (Blackboard).
- **THE UNITED NATIONS FRAMEWORK CONVENTION ON CLIMATE CHANGE** (Blackboard).
- **THE KYOTO PROTOCOL** (Blackboard).

## Class #7

### Global Climate Change Science and Policy II

- **RADOSLAV DIMITROV.** 2010. "Inside UN Climate Change Negotiations: The Copenhagen Conference" *Review of Policy Research* 27(6): 795-821 (Blackboard).
- **THE COPENHAGEN ACCORD** (Blackboard).
- **EARTH NEGOTIATIONS BULLETIN.** 2012. *Summary of the Doha Climate Change Conference: 26 November – 8 December 2012* (Blackboard).

## Class #8

### Global Climate Change Justice and Security

- **W. NEIL ADGER, JOUNI PAAVOLA AND SALEEMUL HUQ.** 2006. "Toward Justice in Adaptation to Climate Change" in W. Neil Adger, Jouni Paavola, Saleemul Huq and M. J. Mace (eds.) *Fairness in Adaptation to Climate Change*. Cambridge: MIT Press (Blackboard).

## Class #9

### European Climate Change Science and Policy

- **ANDREW JORDAN ET AL.** 2012. "Understanding the Paradoxes of Multilevel Governing: Climate Change Policy in the European Union" *Global Environmental Politics* 12(2): 43-66 (Blackboard).
- **JØRGEN WETTESTAD ET AL.** 2012. "EU Climate and Energy Policy: A Hesitant Supranational Turn?" *Global Environmental Politics* 12(2): 67-86 (Blackboard).
- **JOHN R. SCHMIDT.** 2008. "Why Europe Leads on Climate Change" *Survival* 50(4): 83-96 (Blackboard).
- **EUROPEAN UNION:** [http://ec.europa.eu/dgs/clima/mission/index\\_en.htm](http://ec.europa.eu/dgs/clima/mission/index_en.htm)
- **EUROPEAN ENVIRONMENT AGENCY:** <http://www.eea.europa.eu/themes/climate>

## Class #10

### Arctic and North American Climate Change Science and Policy

- **SCOTT G. BORGERSON.** 2008. "Arctic Meltdown: The Economic and Security Implications of Global Warming" *Foreign Affairs* 87(2): 63-77 (Blackboard).
- **JAMES D. FORD ET AL.** 2010. "Climate Change Policy Responses for Canada's Inuit Population: The Importance of and Opportunities for Adaptation" *Global Environmental Change* 20(1): 177-191 (Blackboard).
- **HENRIK SELIN AND STACY D. VANDEVEER.** 2011. "Climate Change Regionalism in North America" *Review of Policy Research* 28(3): 295-304 (Blackboard).
- **PETER J. STOETT.** 2009. "Looking for Leadership: Canada and Climate Change Policy" in Henrik Selin and Stacy D. VanDeveer (Eds.) *Changing Climates in North American Politics: Institutions, Policymaking and Multilevel Governance*. Cambridge: MIT Press (Blackboard).

### Student Research Paper Discussion

Oral and written presentation of research paper topic and tentative paper outline (1 page).

## Class #11

### U.S. Climate Change Science and Policy

- **HENRIK SELIN AND STACY D. VANDEVEER.** 2012. "U.S. Climate Change Politics: Federalism and Complexity" in Sheldon Kamieniecki and Michael E. Kraft (eds.) *Oxford Handbook on U.S. Environmental Politics*. Oxford: Oxford University Press (Blackboard).
- **BARRY G. RABE.** 2009. "Second Generation Climate Policy in the States: Proliferation, Diffusion and Regionalization" in Henrik Selin and Stacy D. VanDeveer (Eds.) *Changing Climates in North American Politics: Institutions, Policymaking and Multilevel Governance*. Cambridge: MIT Press (Blackboard).
- **CHRISTOPHER GORE AND PAMELA ROBINSON.** 2009. "Local Government Response to Climate Change: Our Last, Best Hope?" in Henrik Selin and Stacy D. VanDeveer (Eds.) *Changing Climates in North American Politics: Institutions, Policymaking and Multilevel Governance*. Cambridge: MIT Press (Blackboard).
- **U.S. EPA CLIMATE CHANGE:** <http://epa.gov/climatechange/index.html>
- **CENTER FOR CLIMATE AND ENERGY SOLUTIONS:** <http://www.c2es.org>
- **REGIONAL GREENHOUSE GAS INITIATIVE:** <http://www.rggi.org>

## Class #12

### Communicating Climate Change Science and Policy

- **SUSANNE C. MOSER AND LISA DILLING.** 2004. "Making Climate Hot: Communicating the Urgency and Challenge of Global Climate Change" *Environment* 46(10): 32-46 (Blackboard).
- **CHRISTOPHER P. BORICK AND BARRY G. RABE.** 2010. "A Reason to Believe: Examining the Factors that Determine Individual Views on Global Warming" *Social Science Quarterly* 91(3): 777-800 (Blackboard).
- **PETER J. JACQUES, RILEY E. DUNLAP AND MARK FREEMAN.** 2008. "The Organisation of Denial: Conservative Think Tanks and Environmental Skepticism" *Environmental Politics* 17(3): 349-385 (Blackboard).

---

## Class #13

### NGOs, Businesses and Climate Change Science and Policy

- **MICHAEL SHELLENBERGER AND TED NORDHAUS.** 2004. *The Death of Environmentalism: Global Warming Politics in a Post-Environmental World* (Blackboard).
- **JON BIRGER SKJEARSETH AND TORA SKODVIN.** 2001. "Climate Change and the Oil Industry: Common Problems, Different Strategies" *Global Environmental Politics* 1(4): 43-64 (Blackboard).
- **CHARLES A. JONES AND DAVID L. LEVY.** 2009. "Business Strategies and Climate Change" in Henrik Selin and Stacy D. VanDeveer (Eds.) *Changing Climates in North American Politics: Institutions, Policymaking and Multilevel Governance*. Cambridge: MIT Press (Blackboard).
- **DOVEV LEVINE.** 2009. "Campus Climate Action" in Henrik Selin and Stacy D. VanDeveer (Eds.) *Changing Climates in North American Politics: Institutions, Policymaking and Multilevel Governance*. Cambridge: MIT Press (Blackboard).
- **WORLD RESOURCES INSTITUTE:** <http://www.wri.org/climate>
- **CLEAN AIR – COOL PLANET:** <http://www.cleanair-coolplanet.org>

---

## Class #14

### The Future of Climate Change Science and Policy

- **CONCLUDING DISCUSSION BASED ON STUDENT RESEARCH PAPERS.**

## Summary Outline of Class Schedule

---

<b>Class #1</b>	January 16	<ul style="list-style-type: none"><li>• Course Introduction</li></ul>
<b>Class #2</b>	January 23	<ul style="list-style-type: none"><li>• Introduction to Science and Technology Studies I</li><li>• Discovering Climate Change I</li></ul>
<b>Class #3</b>	January 30	<ul style="list-style-type: none"><li>• Introduction to Science and Technology Studies II</li><li>• Discovering Climate Change II</li></ul>
<b>Class #4</b>	February 6	<ul style="list-style-type: none"><li>• Introduction to Science and Technology Studies III</li><li>• Discovering Climate Change III</li></ul>
<b>Class #5</b>	February 13	<ul style="list-style-type: none"><li>• Science and Policy Interactions</li></ul>
<b>Class #6</b>	February 27	<ul style="list-style-type: none"><li>• Global Climate Change Science and Policy I</li></ul>
<b>Class #7</b>	March 6	<ul style="list-style-type: none"><li>• Global Climate Change Science and Policy II</li></ul>
<b>Class #8</b>	March 20	<ul style="list-style-type: none"><li>• Global Climate Change Justice and Security</li></ul>
<b>Class #9</b>	March 27	<ul style="list-style-type: none"><li>• European Climate Change Science and Policy</li></ul>
<b>Class #10</b>	April 3	<ul style="list-style-type: none"><li>• Arctic and North American Climate Change Science and Policy</li><li>• Student Research Paper Discussion</li></ul>
<b>Class #11</b>	April 10	<ul style="list-style-type: none"><li>• U.S. Climate Change Science and Policy</li></ul>
<b>Class #12</b>	April 17	<ul style="list-style-type: none"><li>• Communicating Climate Change Science and Policy</li></ul>
<b>Class #13</b>	April 24	<ul style="list-style-type: none"><li>• NGOs, Businesses and Climate Change Science and Policy</li></ul>
<b>Class #14</b>	May 1	<ul style="list-style-type: none"><li>• The Future of Climate Change Science and Policy</li></ul>