[8/24/23 version; please check Blackboard for later versions]

POLSC 25800, Sections 1, 3, and HC1

# Politics of Climate Change

Fall 2023

taught by
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Hunter College

## BASIC INFORMATION

**Class meetings (all in person):**
Tuesday and Friday, 11:30-12:45 p.m. (Section 1) in Hunter West 1729
Tuesday and Friday, 4:00-5:15 p.m. (Sections 3 and HC1) in Hunter West 1729

My office location: Hunter West 1720
My office hours (check Blackboard for any changes):
Tuesday, 2:30-3:30 p.m.
Friday, 2:30-3:30 p.m.
E-mail: rkarapin@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/polsci/faculty/karapin
Scholarly writings: https://scholar.google.com/citations?user=ufdZJJUAAAAJ&hl

**Important places to get information:**

To get the syllabus, exams, other course documents, or announcements: go to the Blackboard pages for this course; check for Course Materials or Announcements.

To submit the "information about yourself" sheet and the final paper: go to www.turnitin.com | log in to your account | Class ID: 39459268, class enrollment key (password): karapin

**Required Readings – How to Get Them:**

All required readings will be on Blackboard, under Course Materials. Only the pages listed in the schedule are assigned; some of the PDFs include additional pages that are not assigned. They are organized by the class meeting numbers on this syllabus. Slides for most meetings are also posted there.

**Class Meetings and Papers**

Meetings will be in person. Short papers are due in hard copy in class at the start of each meeting. No papers will be accepted via email.

**Policy on Electronic Devices**

Electronic devices are permitted only for course-related activities and for personal

emergencies.

**Full Statements of Relevant Hunter College Policies**

For the full text of the Hunter College mandated statements on academic integrity, accessibility, and sexual misconduct, see the last page of the syllabus.

## CONTENT AND REQUIREMENTS

### Course Content

This course concerns the political responses and policy options, in a variety of countries and internationally, concerning global warming and climate change caused by human activities. The first part of the course will introduce the problem and how it is politicized. It will outline the evidence for human-caused climate change, describe its likely effects, and analyze how it became an issue for policy makers and the public. It will also analyze how the climate change denial movement arose and became influential on elites and public opinion.

Second, we will examine the attempts to address climate change through government policies. International negotiations and agreements will be described and issues of global climate justice will be addressed, in terms of how responsibilities should be distributed among and within industrialized and developing countries. Mainly this part of the course focuses on domestic policies that aim to prevent climate change by reducing greenhouse gas emissions. We will investigate a variety of public policy solutions, including policies on renewable energy, energy efficiency, motor vehicles, and carbon pricing through taxes or cap-and-trade systems. We will assess policies according to a variety of criteria and analyze why some countries adopt relatively effective climate policies and others do not. This part of the course will focus on the United States, the European Union, Germany, China, and India.

The last part of the course concerns the prospects for future climate policy. We will examine political strategies for climate policy advocates and methods for influencing public opinion. Students will present papers making their own arguments for a variety of climate policy solutions.

### Course Objectives

In teaching this course, I have two aims. First, I will try to help you learn *knowledge* – that is, both facts and alternative interpretations – about the topics described above. Second, I will give you useful practice in gaining high-level *reasoning abilities*. These abilities include recognizing claims (finding the "main point"), identifying and evaluating evidence for claims (answering "why should I believe that?" and "is that a good reason?"), analyzing causes and effects (answering "what caused that?" or "what did that lead to?"), using important facts in support of the previous activities, and putting together defensible arguments of your own. Claims and evidence are the basic building blocks in all arguments, and you must be able to recognize them in order to improve your reasoning.

### Requirements

Your course grade will consist of the following components:

| | |
|---|---|
| Attendance | 10% |
| Short papers | 35% |
| Current-events presentation | 5% |
| Outline of the letter to an official | 10% |
| Presentation on the letter to an official | 10% |
| Final exam (letter to an official) | 30% |
| Total | 100% |

In more detail:

*1. Attendance:* You may miss up to two meetings with no penalty,

*2. Six short papers:* These are on the topics, readings, and questions in the schedule below. Each paper must be at least 450 words long (1.5 standard pages) and have at least 6 citations. This is "low-stakes writing." You will get credit for the paper as long as you answer the questions for that assignment, using and citing the readings specified at least 6 times per paper (with page numbers, in author-date format).

You need to write at least 6 short papers; there are 17 papers assigned, and I will count the 6 highest grades. You may write as many short papers as you like. Most students write about 6 short papers.

Grading guidelines: I will give each short paper a grade ranging from 0 to 10 points, using these guidelines:

- Regarding the answer(s) to the question(s):
  - up to 4 points deducted if it lacks a clear answer(s) to the question(s) *in topic sentences that introduce separate paragraphs*;
- Regarding the use of sources:
  - up to 4 points deducted if all the sources specified for this particular short paper in the schedule are not used and cited an adequate number of times;
  - up to 2 points deducted if the citation format is not correct throughout.
- Other requirements:
  - Points also will be deducted if the paper is substantially shorter than the minimum length, plagiarizes (including any use of generative AI such as ChatGPT), or contains excessive quotation; or if multiple pages are submitted without attaching them to each other.
  - Finally, you will be called upon to explain your short-paper answers in class. If you are not able to do so (e.g., because you are not in class), you will lose 4 points from whatever grade the short paper otherwise receives.

The grade for each paper will be in a circle next to your name and will be explained in brief notations on your paper, which will be returned to you the next class meeting. I use certain abbreviations: Q = question; A = answer; cites = citations; CF = citation format; a number preceded by a negative sign = points taken off. If you want additional written comments, write

"comments" next to your name.

How to use citations and quotations: A *citation* is a label that show where you have used a source, while a *quotation* is a string of words copied directly from a source and placed in quotation marks (along with a citation). I want you to *provide many citations* (at least 6 per paper) and to *minimize quotations* (no more than 10% of the paper). In other words, paraphrase the ideas in the readings and provide citations to the places in the text where you found them. Cite the readings in author-date format with specific page number(s) – for example, putting "(Hardin 2007, 15)." (without quotation marks) at the end of a sentence – to show me how you have drawn facts and claims from the texts.

How to format the papers: Put your name and the paper number at the top of the first page of each paper. Use double spacing, one-inch margins, and a 12-point font. Use a word count feature to be sure it's long enough. There is no maximum length.

When they are due: These papers are due in class at the start of most class meetings, as listed on the class schedule. Late short papers will not be accepted, since they are the basis for class discussions.

*3. Current-events presentation*. Every student is required to make one brief (5-minute) presentation on a news article on climate policy, in which you do four things:

1) summarize the news item;
2) pose at least two questions about factual information that's missing in the news item;
3) answer those questions by finding facts from other sources; and
4) take a position on what you think should be done.

*You must present slides, using a template provided on Blackboard.* There will be a presentation schedule posted on Blackboard. *You must send me a link to the article you plan to use at least 48 hours before you are due to present.* These presentations will be graded credit-no credit.

Topics: You must use a topic on the following list, unless I have given you permission to use a different topic. Within a policy type, you may choose one or more specific policies, such as those listed in parentheses on that list. The policy needs to affect CO2 or other greenhouse gas emissions, unless it is an adaptation policy, in which case it needs to aim to save lives or reduce economic losses. I encourage you to choose articles about any country, not just the U.S.

- Cap-and-trade programs, emissions trading
- Carbon taxes, gasoline taxes, other energy taxes
- Energy efficiency policies for buildings (commercial, residential, government); voluntary programs; mandatory building codes
- Energy efficiency policies for appliances and equipment (commercial, residential, industrial); mandatory standards or voluntary standards like Energy Star (U.S.) or energy labels (EU)
- Renewable energy policies: tax credits, renewable portfolio standards or quotas, clean electricity standards, feed-in tariffs, research and development spending
- Transportation GHG emissions standards (for motor vehicles, aircraft, and/or ships)
- Electric vehicle policies: zero-emission vehicle programs, tax credits, charging stations; light-duty vehicles, medium- and heavy-duty trucks
- Methane regulations for the oil and natural gas industry

- Agricultural policies regarding soil (carbon sequestration), fertilizer use (nitrous oxide), livestock management (methane), manure digestion (methane)
- Forestry policies to promote reforestation, afforestation, reduction in deforestation
- Adaptation policies regarding coping with sea level rise, storm surges, or other effects

There are many ways to find an article. A good place to start is the database Nexi Uni (a.k.a. Lexis-Nexis) at the Hunter library website. Or you can browse the publications suggested below, or search them by keywords. Each of the newspaper's websites, the electronic journal version, google news, and yahoo news has a search feature; if needed you can go to the library's electronic journals to get a free copy of the article. The article must be published within the last five years, preferably in the last year, unless you get my permission to use an older article.

Acceptable sources: Use high-quality news sources. Articles taken from the following sources are acceptable. These two are available free on the internet and are the best ones to use:

- *Inside Climate News* (on the U.S.) (though many of its articles are not on acceptable topics)
- *Clean Energy Wire* (on Germany)

The following are also acceptable sources; they are available through the Hunter College library's electronic journals (library.hunter.cuny.edu | Journals), or in the case of the *NYT* and *WSJ*, for free through a Hunter College subscription as indicated:

- the *Guardian* newspaper (via Hunter College electronic journals);
- the BBC, at BBC.com
- the *New York Times* (free via Hunter College; see https://library.hunter.cuny.edu/news/new-york-times-online-access
- the *Wall Street Journal* (free via Hunter College; see www.wsj.com/Hunter; but avoid business news with no policy aspect).
- the *Washington Post* (via Hunter College electronic journals);
- the *Los Angeles Times* (via Hunter College electronic journals);
- the *Economist* magazine (via Hunter College electronic journals ; but avoid business news with no policy aspect).

Other newspapers also may be acceptable, but check with me by emailing me a link before using them. They may be found by using the database Nexi Uni (a.k.a. Lexis-Nexis) at the Hunter library website.

Not appropriate: articles on the climate change problem or its impact lacking much information about government policy response; articles from blogs (including blogs at the above mentioned newspapers); articles from broadcast media (TV or radio stations or networks); and brief wire-service reports of events. Avoid short articles with little information.

*4. Outline of the letter to an official*: An sentence outline of about 600 words is due on the date given in the schedule below. The outline should briefly state all of the points you plan to make in the paper, addressing all of the questions in the instructions for the letter to an official (posted on Blackboard). A sentence outline means that each line of the outline consists of a grammatical sentence, with subject and verb. Full instructions and grading guidelines for this assignment will be posted on Blackboard (Course Materials) along with the instructions for the letter to an official. This outline will be the basis for your in-class presentation.

*5. Student presentations on the letter to an official*: You will make an in-class oral presentation on the topic of your letter to an official, during one of the class meetings reserved for student presentations in the schedule. The presentation will summarize your main points, using a standard template for slides. Further instructions and grading guidelines will be posted in the instructions for the letter to an official; the presentation schedule will be posted later on Blackboard.

*6. Final exam (letter to an official)*

In lieu of a final exam, you will write a letter to a government official in the United States or another country, or an official in an international organization, recommending a specific climate policy. The letter will be at least 1800 words (not including the reference lists), require research, make an argument for a public policy, and rebut the most likely counterarguments. The research requirements and skills will be taught in a workshop. Your letter will draw on factual information from appropriate sources and will be suitable for sending to the official you have targeted. You have the option of working either in a group of 2 or 3 students (maximum) or by yourself. More information is in the "Instructions for the letter to an official" document on Blackboard.

**Policy on Plagiarism:**

Hunter College is strongly committed to scholarly integrity. This means that students must do their own work and give appropriate credit to any sources used. Plagiarism is a serious violation of academic integrity and can have severe consequences at Hunter College, including disciplinary proceedings. The College defines plagiarism as "the act of presenting another person's ideas, research or writings as your own" (Hunter College Undergraduate Catalog, online at catalog.hunter.cuny.edu). To be more specific, what I mean by plagiarism in this course is: the use of more than five consecutive words originally written or spoken by someone else (an author, another student, etc.) *or generated by an AI program (including but not limited to ChatGPT)* in your writing without using quotation marks *and* acknowledging the source with a citation. Note: it is also plagiarism if you take someone's text verbatim and change a few of the words. Paraphrasing requires more than substituting a word here and there. In addition, students are not permitted to submit a paper for this course whose text overlaps substantially (more than 10%) with a paper submitted to a different course in a past or the current semester.

In other words, if you use someone else's words, word-for-word, you need to use quotation marks *and* cite the source and page number (e.g., putting "(Allen 1999, p. 51)." at the end of your sentence, without the quotation marks of course). This holds for all written work in this course. Otherwise you are plagiarizing. However, note also that I do not want you to use direct quotations for more than 10% of any paper that you write. When you use a text, I want you to paraphrase it, not quote extensively from it.

I hope to have no cases of plagiarism in this course. But if I find plagiarism, I will reduce the grade and may report the matter to the Dean of Student Services, who will take additional action.

To help me detect plagiarism, I require you to submit certain papers in electronic format to turnitin.com, a plagiarism detection service, before giving you credit for your work. Turnitin

produces "similarity reports" that identify passages that match other sources and hence which *may* be plagiarized. You may view the report, and you may submit a draft in advance, view the report, and then submit a revised draft, up to the due date (but not after then).

Do not be alarmed just because the similarity report shows a high match percentage, since that may include many items that are not plagiarism, such as bibliographic entries, passages where you repeat the question that I ask (which, by the way, is not required), or URLs. Read the similarity report itself, think about why Turnitin flagged each item, and if you have any remaining concerns, feel free to ask me about them.

To submit work, go to www.turnitin.com. If you don't have an account already, click on Create Account, create a profile using your email address, and indicate that you are a student. Link your account to this course, using the "class ID" and the "class enrollment password" on the first page of this syllabus.

**Policy on Late Papers**

I will not accept late short papers under any circumstances. I require that the letter to an official outline and the letter to an official itself be completed on time. If either is late, at my discretion I will enforce a late penalty of up to 5 points per day if you cannot document a valid reason for being late (e.g., showing me a note from a doctor or employer).

**Schedule of Topics, Readings, Questions, and Papers:**

In the following, readings are referred to by author's last name and date of publication (author-date format), which is how you are to cite them on short papers. Full references for the required readings are in a list at the end of this syllabus. Check Blackboard for any corrections or updates to the syllabus; compare with the date at the top of page 1 and read the change log posted there. All readings are posted on Blackboard (Course Materials) under the meeting number. Only the pages listed in the schedule are assigned; some of the PDFs include additional pages that are not assigned.

**INTRODUCTION**

*Aug. 25*

**Meeting 1. Introduction to the Course**

- Required readings: this syllabus

**ANTHROPOGENIC CLIMATE CHANGE AND ITS POLITICIZATION**

*Aug. 29*

**Meeting 2. Anthropogenic Climate Change**

- Required readings:
    - Dessler and Parson 2010, 7-17, 61-96, 102-09
    - Beck 2006, 1-8 (only these pages are assigned)
- *Short Paper # 1 due today*: Summarize the evidence that the Earth is warming, and that this is caused largely by human activity. What are two main counterarguments offered by skeptics, and why are the skeptics likely to be wrong? Cite both readings about equally (as "Dessler and Parson 2010" and "Beck 2006", without the quotation marks), with page numbers.

- Optional readings:
    - The Skeptical Science website at www.skepticalscience.com

*Sept. 1*
**Meeting 3. An Inconvenient Truth**
- Required readings:
    - Gore 2006

*Sept. 5*
**Meeting 4. The Rise of the Global Warming Issue and Controversy**
- Required readings:
    - Bodansky 2001, 24-27
    - Hulme 2009, 63-66 (only these pages are assigned)
    - Dunlap and McCright 2011
- *Short paper # 2 due today*: Identify the main actors opposed to the mainstream scientific conclusions about global warming, their goals, and the strategies and tactics they have employed. Why did this movement of "skeptics" or "deniers" grow? Cite Dunlap and McCright 2011, using the PDF page numbers at the bottom of each page.

*Sept. 8*
**Meeting 5. Public Opinion and the Denial Movement in the U.S.**
- Required Readings:
    - Chong 2015
- *Short Paper # 3 due today*: Does a majority accept the scientific view of climate change? What affects public opinion on the issue? Cite Chong 2015.
- Optional readings:
    - Hulme 2009, ch. 5
    - Rabe 2010, ch. 2
    - Brewer 2015, ch. 3
    - Weber and Stern 2011

**CLIMATE POLICY OPTIONS**
*Sept. 12*
**Meeting 6. International Agreements on Climate Change**
- Required readings:
    - Wolinsky-Nahmias 2015, 1-22
- *Short Paper # 4 due today*: What international actions have been taken on climate change? Why has there been so little progress against global warming? Cite Wolinsky-Nahmias 2015.
- Optional readings:
    - Boykoff 2010, ch. 3
    - Compston and Bailey 2008, ch. 3
    - Hulme 2009, ch. 9
    - Harris 2013, chs. 1, 5
    - Andresen and Agrawala 2002

[no classes Sept. 15]

*Sept. 19*
**Meeting 7. Climate Policy Options: Types and Sectors**
- Required readings:
    - Karapin 2016, 20-29 (only these pages are assigned)
    - German Government 2023
- *Short Paper # 5 due today or at the next meeting (your choice)*: Choose two of the following areas: targets and cross-cutting policies; buildings/energy efficiency; renewable energy; transportation; industry. First, describe the government policies adopted in the U.S. (federally and/or at the state level) and Germany in each area. Second, classify the policies according to the four policy types in Karapin 2016, Table 2.2. Third, how do the policies in each policy area differ across countries? Cite both texts about equally.

*Sept. 22*
**Meeting 8. Climate Policy Options: Types and Sectors (con'd)**
- Required readings:
    - see previous meeting
- *Short Paper # 5 due today*: see previous meeting for questions

*Sept. 26*
**Meeting 9. Climate Policy Options (Stabilization Wedges)**
- Required readings:
    - Pacala and Socolow 2004
    - UCS 2009
    - Karapin 2016, Table 2.2
- *Short Paper # 6 due today*: Which of Pacala and Socolow's 15 stabilization wedges do you most prefer, and why? Consider co-benefits (only items # 2-8 in the UCS 2009 reading), adverse side effects, technical feasibility, and perhaps other factors. Cite both those readings.

*Sept. 29*
**Meeting 10. Climate Policy Options (Evaluation Criteria)**
- Required readings:
    - Kraft and Furlong 2013, 175
    - Karapin 2016, parts of ch. 2 (pp. 15-29, 46-50)
- *Short Paper # 7 due today*: What are the main climate policies adopted by the U.S. federal government, according to Karapin? Choose one of them. Which criterion or criteria does Karapin use to evaluate it? Now examine Kraft and Furlong's criteria for environmental policy evaluation and choose two of them that differ from Karapin's. What questions would you need to answer in order to assess, on their criteria, the policy that you chose? Cite both readings.

*Oct. 3 and Oct. 6*
**Meetings 11-12. Interactive Climate Policy Simulation Exercise**

- Required readings:
    - Watch this introductory video: "Tour of the En-ROADS Simulator"
    - Check out the simulator at https://en-roads.climateinteractive.org/scenario.html

[on Oct. 10, the college follows a Monday schedule]

*Oct. 13*
**Meeting 13. Climate Policy Options (Carbon Taxes, Cap and Trade)**
- Required readings:
    - Revelle 2009
    - Pew Center 2009
- *Short Paper # 8 due today*: What are the main advantages and disadvantages of carbon taxes vs. cap-and-trade programs? In what ways are they similar? Cite both texts about equally; add page numbers to Pew Center 2009 so you can cite it properly.
- Optional readings:
    - Raymond 2016
    - Rabe 2018

**DOMESTIC CLIMATE POLICY MAKING: THEORIES AND CASES**
*Oct. 17*
**Meeting 14. Workshop on Research Skills**
- Required readings:
    - Instructions for the letter to an official

*Oct. 20*
**Contracts for group projects due today**
**Meeting 15. Cross-National Comparison and Explanations of Climate Policy**
- Required readings:
    - Kuenkel, Jacob, and Busch 2006
    - EBRD 2011, 58-65
    - Meckling et al. 2022
- *Short Paper # 9 due today*: For each text, first summarize the main theoretical factors that it is concerned with. Then describe the evidence that it offers for the factors that it finds important; for the first two texts, focus on the factors that are statistically significant in explaining the adoption of relatively strong climate policies. Cite all three texts about equally.
- Optional readings:
    - Compston and Bailey 2014
    - Harrison and Sundstrom 2010, chs. 1, 9

*Oct. 24*
**Meeting 16. Comparative Politics of Carbon Taxes**
- Required readings:
    - Harrison 2010

- Harrison 2012

- *Short Paper # 10 due today*: Why are carbon taxes adopted in some places and not others, according to Harrison? Cite both sources and analyze at least two cases.

*Oct. 27*

**Meeting 17. Germany**

- Required readings:
  - Karapin 2012a, 5-7 (only these pages are assigned)
  - Karapin 2012b
- *Short Paper # 11 due today*: Choose two major climate policies in Germany. Briefly describe them and explain why they were adopted. Cite Karapin 2012b.

Optional readings:

- Compston and Bailey 2008, ch. 8

*Oct. 31*

**Meeting 18. European Union**

- Required Readings:
  - EU 2014
  - Selin and VanDeveer 2012
  - Schreurs and Tiberghien 2007
- *Short Paper # 12* due *today:* Describe three of the most important climate policies of the *European* Union. Why does the EU have relatively strong policies in these areas, according to Selin and VanDeveer? According to Schreurs and Tiberghian? Cite both those texts about equally, plus EU 2014.

*Nov. 3*

**Meeting 19. United States**

- Required Readings:
  - Karapin 2016, part of ch. 2 (pp. 20-29)
  - Karapin 2016, part of ch. 4 (pp. 72-78), all of ch. 9 (pp. 191-224)
- *Short Paper # 13 due today*: Briefly describe two of the most important federal (not state-level) climate policies of the United States. Why were these policies adopted? Give causes, not justifications. Choose one structural causal factor and argue that does not provide a convincing explanation. Cite all three chapters of Karapin 2016 about equally.

*Nov. 7*

**Meeting 20. China**

- Required Readings:
  - Schröder 2012
  - Gallagher and Lewis 2016
- *Short Paper # 14 due today*: Describe two of the most important domestic climate policies of China. Why did China adopt these policies? Why has China been slow to adopt stronger policies? Give causes, not justifications. Cite both readings about equally.
- Optional readings:

- Harrison and Sundstrom 2010, ch. 8

*Nov. 10*
**Meeting 21. India**
- Required Readings:
    - Fisher 2012
    - Atteridge et al. 2012
- *Short Paper # 15 due today*: Describe two of the most important domestic climate policies of India. Why did India adopt these policies? Why has India been slow to adopt stronger policies? Give causes, not justifications. Cite both readings about equally.

**THE FUTURE OF CLIMATE POLICY MAKING**
*Nov. 14*
**Outlines for letters to officials due today**
**Meeting 22. Strategies I**
- Required Readings:
    - Compston and Bailey 2008, 263-88
    - Pralle 2009
- *Short Paper # 16 due today*: Describe four recommendations for how to get climate policies adopted and how to keep climate change on the agenda (two from each text). Give examples of how each could be done. For each recommendation, what are the drawbacks of pursuing it? Cite both texts about equally.
- Optional readings:
    - Compston and Bailey 2009

*Nov. 17*
**Meeting 23. Strategies II (Framing)**
- Required Readings:
    - O'Neill and Nicholson-Cole 2009
    - Gifford and Comeau 2011
- *Short Paper # 17 due today*: According to O'Neill and Nicholson-Cole 2009, why are appeals to fear of climate change used so often? What are the likely effects of those appeals? Summarize their main evidence for the latter claim. In what ways do Gifford and Comeau support or undermine their results? Cite both texts about equally.
- Optional readings:
    - Fletcher 2009

*Nov. 21*
**Meeting 24. Student Presentations** – see the presentation schedule on Blackboard | Course Materials
- Required readings:
    - Instructions and guidelines for grading student presentations on the letters to an official, on Blackboard

[no classes Nov. 24]

*Nov. 28*
**Meeting 25. Student Presentations** – see the presentation schedule on Blackboard
- Required readings:
    - same as meeting 24

*Dec. 1*
**Meeting 26. Student Presentations** – see the presentation schedule on Blackboard
- Required readings:
    - same as meeting 24

*Dec. 5*
**Meeting 27. Student Presentations** – see the presentation schedule on Blackboard
- Required readings:
    - same as meeting 24

*Dec. 8*
**Meeting 28. Student Presentations** – see the presentation schedule on Blackboard
- Required readings:
    - same as meeting 24

The letter to an official serves as a take-home final exam. It will be due on turnitin.com on the date that the final exam for this course is scheduled, at 5:00 p.m.

**References for Required Readings**

Atteridge, Aaron et al. 2012. "Climate Policy in India," *Ambio* 41:68-77.

Barker, Terry. 2008. "Climate Policy: Issues and Opportunities," in Hugh Compston and Ian Bailey, eds., *Turning Down the Heat: The Politics of Climate Policy in Affluent Democracies*. New York: Palgrave/Macmillan, 15-32.

Beck, Coby. 2006. "How to Talk to a Climate Skeptic," *Grist*, at grist.org, accessed May 19, 2015.

Bodansky, Daniel. 2001. "The History of the Global Climate Change Regime," in Urs Luterbacher and Detlef Sprinz, *International Relations and Global Climate Change*. Cambridge, MA: MIT Press, 23-40.

Borick, Christopher. 2010. "American Public Opinion and Climate Change," in Barry Rabe, ed., *Greenhouse Governance*. Washington, DC: Brookings Institution, 24-57.

Chong, Dennis. 2015. "Explaining Public Conflict and Consensus on the Climate," in Yael Wolinsky-Nahmias, ed., *Changing Climate Politics*. Washington, DC: CQ Press, 110-45.

Compston, Hugh and Ian Bailey. 2008. "Political Strategy and Climate Policy," in idem., eds., *Turning Down the Heat: The Politics of Climate Policy in Affluent Democracies*. New York: Palgrave/Macmillan, 263-88.

Dessler, Andrew and Edward Parson. 2010. *The Science and Politics of Global Climate Change: A Guide to the Debate*, 2nd ed. New York: Cambridge University Press,

Dunlap, Riley and Aaron McCright. 2011. "Organized Climate Change Denial," in John Dryzek, Richard Norgaard, and David Schlosberg, eds., *The Oxford Handbook of Climate Change and Society*. New York: Oxford University Press, 144-60.

EBRD (European Bank for Reconstruction and Development). 2011. *Special Report on Climate Change: The Low Carbon Transition*. London: EBRD.

EU (European Union). 2014. *Climate Action*. Luxembourg: Publication Office of the European Union.

Fisher, Susannah. 2012. "India and Climate Change," in Ian Bailey and Hugh Compston, eds., *., Feeling the Heat: The Politics of Climate Policy in Rapidly Industrializing Countries*. New York: Palgrave/Macmillan, 123-48.

Gallagher, Kelly Sims and Joanna Lewis. 2016. "China's Quest for a Green Economy," in

Norman Vig and Michael Kraft, eds., *Environmental Policy*, 9th ed. Los Angeles: Sage/CQ Press, 333-56.

Gifford, Robert and Louise Comeau. 2011. "Message framing influences perceived climate change competence, engagement, and behavioral intentions," *Global Environmental Change* 21:1301-07.

Gore, Al. 2006. "An Inconvenient Truth Transcript."

Grundig, Frank. 2009. "Political strategy and climate policy: a rational choice perspective," *Environmental Politics* 18:747-64.

Harrison, Kathryn, "The Comparative Politics of Carbon Taxation," *Annual Review of Law and Social Science* 6 (2010): 507-29.

Harrison, Kathryn, "Tale of Two Taxes," *Review of Policy Research* 29 (2012): 383-407.

Hulme, Mike. 2009. *Why We Disagree About Climate Change*. New York: Cambridge University Press.

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**Hunter College statements on academic integrity, accessibility, and sexual misconduct**

*Hunter College Policy on Academic Integrity*
"Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures."

*ADA Policy*
"In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter College is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 /or VRS (646) 755-3129."

*Hunter College Policy on Sexual Misconduct (required on all syllabi by Senate resolution)*
"In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a) Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
b) All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

Hunter Policy on Sexual Misconduct:
https://hunter.cuny.edu/public-safety/policies/sexual-assault-and-misconduct/#:~:text=The%20Title%20IX%20team%20are,%40hunter.cuny.edu%20

CUNY Policy on Sexual Misconduct:
http://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Sexual-Misconduct.pdf