Online Course Syllabus

Section 1
Instructor, Course Information & Objectives

Advanced Academic Programs
Zanvyl Kreiger School of Arts and Sciences
Johns Hopkins University

425. 637, INTERNATIONAL CLIMATE CHANGE POLICY

Fall 2012
Distance Learning Course

Dr. Wil Burns, Associate Director, EPC Program
Phone: 650.281.9126
Skype: wil.burns
Office Hours: By appointment via phone, email or Skype
wburns@jhu.edu

Course Description (catalog)

This course focuses on the international frameworks for responding to climate change. It includes a review of the history of international responses to climate change, highlights the negotiations—what is agreed, what is outstanding, and where the fault lines exist—and then examines efforts at integrating climate change into various international institutions. The course includes an examination of how climate change is likely to affect the ability of countries to fulfill their international commitments under other agreements. The course also examines the role of a range of international organizations such as the World Trade Organization, the World Intellectual Property Organization, regional bodies, international river and lake basin organizations, the UN Security Council, and the UN High Commissioner for Refugees.
Prerequisites: Science of Climate Change and Its Impacts, Climate Change Policy Analysis.

Course Goals & Learning Objectives

As a result of taking this seminar, Students will:

- Understand the role of treaties in international law and other sources of international law pertinent to climate change policymaking;
- Be able to identify and explain the key provisions of the primary international law instruments to address climate change and assess their effectiveness;
- Assess the effectiveness of regional approaches to addressing climate change;
- Assess the effectiveness and equity of potential long-term responses to climate change;
- Understand the potential role of non-climate international regimes in addressing climate change

Section 2

Course Materials

Readings

The readings for the course will be derived from the following sources, designated in the class schedule with the icons listed below:

- Electronic readings on the course Blackboard site, under the "Readings" tab
- Online Hyperlinks (must be accessed via the online version of the Syllabus on the course Blackboard site, under the Syllabus Tab)

Lectures

1. I will post a link each week in Blackboard (on Monday) to an electronic lecture for that week's topic. The link will take you to a site called "Screencast" where you will find the lecture, as well as archives of previous lectures. The lectures can be found in the "Lectures" tab on Blackboard;
2. I will also post my lecture notes and Power Point slides under the “Lectures” tab in Blackboard each week.

Special Technology Requirements for this Course

This course requires the use of a computer with a strong Internet connection to facilitate access to course content and online materials (i.e. audio files, stream videos).

All written work for this course is required to be submitted in MS Word or MS Power Point format. It is recommended that all students have MS Office, or an application with the ability to save/export files into Word and Power Point formats.

Section 3
Assessments and Grading Policy

Assignments/Assessment Criteria

- Guidelines for the term paper are available in the “Term Paper Guidelines/Suggested Topics” Sub-Folder under the “Assignments” tab on the class Blackboard site;
- A list of suggested topics will be posted by the second week of class in the “Term Paper Guidelines/Suggested Topics” Sub-Folder under the “Assignments” tab on the course Blackboard site;
- When you finish this paper, you will be an expert on a given topic. Interesting articles on international climate change policy should find an eager audience. Please consider submitting an op-ed piece to a newspaper, or publishing your piece in a journal. Publication of such a piece would look excellent on your resume, and would be an excellent calling card when seeking employment. I would be happy to assist you with converting your paper into an op-ed or journal article.

Presentation on Term Paper [15% of grade]

- Students are to prepare a Power Point presentation with voice-over recording of 15 minutes in length;
- Student presentations should be submitted to the instructor for uploading by Sunday of the week prior to when they are designated in the syllabus;
- If voice-over recording is not possible for technological reasons, a student is expected to submit a Power Point presentation with a verbatim transcript of the student’s remarks for each slide;
• Note: if a student would like to use a different presentation format than either of those identified above, then that student should contact the instructor at least two weeks prior to the presentation submittal date to determine whether an alternative format would be appropriate.

**Class Participation [25% of grade]**

• Class participation in this class will be effectuated by responding to discussion questions that will be posted under the “Discussions” tab on the course Blackboard site each week and posting;
• Guidelines for participation in the discussion forum can be found under the “Assignments” tab on the course’s Blackboard site.

**How to Submit Your Work**

All written work for this course is required to be submitted in MS Word or PowerPoint format, as specified in individual assignments. Formatting guidelines for assignments are provided for in the Guidelines folder, under the Assignments tab on the Blackboard site.

All written assignments (papers and presentations, not discussion posts) should be submitted by uploading them through the Blackboard Assignment tool. This tool can be accessed through the “Assignments” folder on the course Blackboard site.

**Section 4**

**Course Communication Policy**

**Contacting the Instructor**

Students are welcome to contact the instructor via email, Skype, or my cellphone, and I will respond within 24 hours. If you like to speak with the instructor via phone or Skype, please send an email to schedule an appointment.

All email messages and course announcements will be sent to your JHU email account. Please check your JHU email account daily, or ensure that it is set up properly to forward JHU emails to a personal account of your choice.

For general course-related discussions and queries, please use the Blackboard Course Discussion forum, so that others can benefit from questions and responses.

Instructor: Wil Burns
Email: wburns@jhu.edu
Skype: Wil.Burns
Section 5
University Policies

General
This course adheres to all University policies described in the academic catalog. A few to pay close attention to are noted below.

JHU Ethics Statement: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor.

Plagiarism
Read and adhere to JHU’s policy: http://advanced.jhu.edu/students/plagiarism/

Dropping the Course
You are responsible for understanding the university’s policies and procedures regarding withdrawing from courses. And you should be aware of the current deadlines and penalties for dropping classes.

AAP Guidelines on Technical Issues during Assessments in Online Courses
In the event that there is a technical problem during an assessment in the course management system, students should take following steps:

1. Immediately report the problem to the 24/7 Help desk by phone (Embanet at 886-311-6658), or by a initiating a live chat or a help ticket at https://supportcenter.embanet.com/jhu/).

Define the technical issue, and specify course number and instructor name. Make a note of the time of call, and the person communicated with.

2. Contact the instructor by whatever means the faculty has made available to the student (e.g. email, phone, etc.) after contacting the Help Desk. Define the problem, and whether you feel it was resolved or not resolved.

3. IF POSSIBLE (in some cases it is not) save your work outside the LMS.

Students with Disabilities
The Johns Hopkins University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact Denise O’Sullivan at dosullivan@jhu.edu

Further information and a request for accommodation form can be found at: http://advanced.jhu.edu/students/disability-accommodations/

Section 6
Course Topics, Activities & Schedule

Class Schedule

<table>
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<tr>
<th>SECTION 1</th>
<th>THE PROVINCE OF INTERNATIONAL LAW IN CLIMATE POLICY</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Introduction to International Law: Treaties</strong></td>
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<tr>
<td><strong>September 5-9</strong></td>
<td><strong>Readings</strong></td>
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<tr>
<td></td>
<td>∙ Article 38(1)(a), Statute of the International Court of Justice</td>
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<td><strong>Module Objectives</strong></td>
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<td></td>
<td>∙ Understand the sources and authority of international law;</td>
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<td>∙ Outline the contours of treaty law and rules of interpretation under the Vienna Convention on the Law of Treaties;</td>
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<td>∙ Outline the pertinence of treaty law to international climate change policymaking</td>
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<tr>
<th>SECTION 2</th>
<th>THE FOUNDATION OF INTERNATIONAL CLIMATE LAW &amp; POLICY</th>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>The UNFCCC</strong></td>
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<tr>
<td><strong>September 10-16</strong></td>
<td><strong>Readings</strong></td>
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<tr>
<td></td>
<td>∙ United Nations Framework Convention on Climate Change (1992)</td>
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<td>∙ UNFCCC Secretariat, Uniting on Climate 15-24 (2007)</td>
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<td>∙ CLIMATE CHANGE AND THE LAW, Ch. 4, The UNFCCC (2009), at pp. 149-184</td>
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<td><strong>Module Objectives</strong></td>
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<td></td>
<td>∙ Identify and assess the scope of the Convention’s overarching objectives;</td>
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<td>∙ Distinguish the obligations of developed and developing; countries under the Convention and assess their effectiveness;</td>
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<td>∙ Understand the rationale for, and architecture of, framework conventions.</td>
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<td>Week 3</td>
<td>September 17-23</td>
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<tr>
<th>Week 4</th>
<th>September 24-30</th>
<th>The Kyoto Protocol, Part 2</th>
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<tr>
<td></td>
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<td><strong>Readings</strong></td>
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<tr>
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<td>• <a href="1995">Text of the Kyoto Protocol</a></td>
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<td>• [Canada to Withdraw from Kyoto Protocol](BBC News, Dec. 12, 2011)</td>
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<td>• DifferGroup, <em>The CDM Loan Scheme: Is it Additional?</em> (2012)</td>
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<td><strong>Module Objectives</strong></td>
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<td>• Understand the policy benefits of the Protocol’s JI and CDM flexible mechanisms and possible disadvantages of this approach;</td>
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<td>• Critique the strength of the Protocol’s compliance mechanism.</td>
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<th>Week 5</th>
<th>October 1-7</th>
<th>Reducing Emissions from Deforestation and Forest Degradation (REDD)</th>
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<tr>
<td></td>
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<td><strong>Readings</strong></td>
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<tr>
<td></td>
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<td>• Porrúa, et al., Tyndall Centre, <em>Reducing GHG from Deforestation in Developing Countries: Revisiting the Assumptions</em> 1-37 (2007)</td>
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<td>• 16th Conference of the Parties, <em>Policy approaches and positive incentives on issues relating to reducing emissions from deforestation and forest degradation in developing countries...</em> (2010), Sec. 1C (pp. 10-12)</td>
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<td><strong>Module Objectives</strong></td>
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<td>• Outline the importance of forest emissions in the context of climate forcing;</td>
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<td>• Describe the contours of REDD proposals in international climate negotiations;</td>
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<td>• Discuss the potential benefits and pitfalls of REDD proposals</td>
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| Week 6 | October 8-14 | The Post-Kyoto 2012 Regime: The Bali Roadmap and the Copenhagen/Cancun/Durban Agreements |
### Readings
- The Copenhagen Accord (2009)
- UNDP, Taking Stock of Durban 8-29 (2012)

### Module Objectives
- Identify the key agreements of the Parties to the UNFCCC at the 15th, 16th, 17th and 18th Conference of the Parties;
- Assess the effectiveness of key agreements by the Parties in terms of avoiding dangerous anthropogenic interference with the climate system;
- Assess the benefits of “top down” v “bottom up” approaches to address climate change at the international level;

### Week 7
#### October 15-21
### Long-Term Climate Regimes: Optimal Responses

#### Readings
- Pacala & Socolow, Stabilization Wedges: Solving the Climate Problem for the Next 50 Years With Current Technologies, 305 SCIENCE 968-971 (2004)
- Global Commons Institute, The Campaign for Contraction and Convergence (2008), Ch. 3, pp. 8-10
- Winkler, An Architecture for Long-Term Climate Change: North-South Cooperation Based on Equity but Common But Differentiated Responsibilities, GLOBAL CLIMATE GOVERNANCE BEYOND 2012 (Bierman, et al. 2010), pp. 97-112

#### Module Objectives
- Identify long-term objectives necessary to avoid serious climatic impacts over the course of this century and beyond;
- Assess the effectiveness of various options for long-term climate policy and equitable implications of these options;

### Week 8
#### October 22-28
### International Adaptation Responses

#### Readings
- CLIMATE CHANGE AND THE LAW, Ch. 3, Responding to Climate Change: Adaptation (2009), at pp. 195-225
- Horstmann, Operationalizing the Adaptation Fund: Challenges in Allocating Funds to the Vulnerable, 11 CLIMATE POLICY 1086-96 (2011)

#### Module Objectives
- Outline the exigencies driving adaptation policies;
- Define key terms associated with adaptation policies, including resilience, vulnerability, and autonomous and planned adaptation;
- Outline key international and national mechanisms to implement adaptation approaches;
### SECTION 3

#### European Climate Change Policy

**Week 9**

October 29–November 4

**The European Union Emissions Trading Scheme (EU-ETS)**

- **Readings**

- **Module Objectives**
  - Identify the key elements of the EU-ETS;
  - Analyze the effectiveness of the EU-ETS to date;
  - Assess options for long-term implementation of the EU-ETS

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#### The Role of Other Regimes in Addressing Climate Change

**Week 10**

November 5–11

**The Interface of Trade/Climate Regimes**

- **Readings**

- **Module Objectives**
  - Outline the pertinent provisions of the GATT/WTO in the context of climate change;
  - Examine the EU Airlines Directive as a case study;
  - Outline the potential relevance of GATT/WTO to potential imposition of the border tax adjustments.

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#### The Interface of Human Rights and Climate Regimes

**Week 11**

November 12–18

- **Readings**
Module Objectives

- Outline the key provisions of human rights treaties and soft law instruments potentially pertinent to climate change impacts;
- Assess the key barriers to applying human rights constructs to climate change;
- Assess the judiciousness of applying a human rights framework to climate change

### November 19-25

**NO CLASS: THANKSGIVING BREAK**

### SECTION 4

**When All Else Fails?: Geoengineering as “Plan B”**

#### Week 12

**November 26-December 2**

#### The Promise and Peril of Climate Geoengineering

- **Readings**

- **Module Objectives**
  - Outline the exigencies driving interest in climate geoengineering R&D and potential deployment;
  - Describe the key solar radiation and carbon dioxide removal geoengineering options;
  - Discuss the potential benefits and downsides of the primary climate geoengineering options

### SECTION 5

**Student Term Paper Presentations**

#### Week 13

**December 3-9**

**Term Paper Presentations, Session 1**

- Collins
- Wrublesky
- Conant
- Shpuza
- Dirioz
- Hooper

#### Week 14

**Term Paper Presentations, Session 2**

- Lee
- Sencer
- McClelland
December 10-15

- Schweitzer
- Paulsworth
- Sargent