

**PPOL 611.16- Climate Change Politics and
Policy Making in Canada
Course Outline**

Course:	Public Policy 611.16	Term:	Winter 2018
Time:	Monday 9:00-11:50 am	Section:	N/A
Instructor:	Dr. Brendan Boyd	Place:	TBD
Office:	DTC 547 5 th floor, School of Public Policy	Telephone:	403-220-3037
Office Hours:	Monday to Friday 4:00 to 5:30 or by appointment	E-mail:	brendan.boyd@ucalgary.ca

Required Textbooks:

None

Desire2Learn:

Desire2Learn, a web-based course management tool, will be used in this course. Students registered in this course can log in at: <https://d2l.ucalgary.ca/>. Note that D2L features a class e-mail list that will be used. I will use this email list to communicate with you as required. It is your responsibility to ensure that D2L uses the e-mail address of your choice.

Course Outline:

In this course we examine the political and governance aspects of climate change policy in Canada. This includes investigation of the features of climate change policy instruments, such as carbon pricing, regulations and voluntary measures, as well as the unique characteristics of climate change policy-making in the Canadian context. Provinces that have significant experience with climate change policy, B.C., Alberta, Ontario and Quebec, are used as case studies; however, the focus includes the federal government and all provinces and territories. The purpose of the course is to introduce students to the contours of the major debates regarding

climate change policy in Canada and provide practical knowledge and skills that allow them to contribute to the design and implementation of policy.

Learning Outcomes:

- Create the capacity to critically analyze key concepts, trends and issues related to climate change politics and policy in Canada and contribute to salient debates
- Develop a practical working knowledge of the institutions, actors and policy instruments involved in climate change policy
- Develop specific skills that will be useful in conducting climate change policy analysis – and policy analysis in general

Assignments:

COMPONENT	WEIGHTING	DUE DATES
Participation	10%	TBD
Group Presentation	25%	TBD
Briefing Note	25%	TBD
Research Paper	40%	TBD
Total	100%	

Participation (10%)

Students are expected to attend all classes and come prepared, including completing the assigned readings and at least some of the suggested readings. Participating actively in class is critical to achieving the course outcomes. This includes asking questions and commenting on the material presented by the instructor, but also, engaging and debating with your colleagues in the course. Importantly, participation is not marked only on the quantity of contributions in class, but also the quality.

Group Presentation (25%)

In groups, students will be assigned a news article about a recent issue, problem or controversy related to climate change policy in Canada. The members of each group will work together to identify the issues, the actors involved, possible solutions and the implications of those solutions. Groups will prepare a short presentation that they will give to the class.

Briefing Note (25%)

Students will prepare a briefing note on an issue related to climate change policy implementation. Students will choose between 3-5 different topics and follow a standard briefing note template, both of which will be provided by the instructor. The purpose of the assignment is to gain knowledge about a critical issue related to climate change policy in a Canadian setting, while developing skills that will be relevant to policy analysis and implementation. The briefing note should be 1-2 pages and should not exceed this length.

Research Essay (40%)

Students will complete a research essay on an area of Canadian climate change policy. Examples could include: a case study of a specific province or the federal government, international

influences on Canadian climate change policy, an analysis of the implementation challenges of different instruments (carbon tax vs. cap-and-trade). Students can choose their own topic, but it must be approved by the instructor. The essay should be about 1,500 words.

Things to remember when writing a research essay

Make sure you have an argument or thesis statement and clearly state this in your introduction. If you need assistance in formulating an argument, this site may be useful: <http://owl.english.purdue.edu/owl/resource/724/1>

Find evidence to support your arguments. There is no specific number of references required, but you need to be certain that all your claims are well supported.

Use regular paragraphs, not short one to two sentence paragraphs, and do not use bullet points.

It's a good idea to do some preliminary research and discuss your proposed topic with the instructor early on in the course. That way you have more time to refine your topic and shift focus if you find new information or evidence during the course of your research.

Grading Rubric

For all assignments, students will be graded on three criteria:

Clarity of communication – ideas are organized and presented logically and clearly. Writing is concise and economical, avoiding unnecessary words and phrases. Technical jargon, broad statements and platitudes are avoided. Please note, there is a significant writing component in this course. The quality of writing, including grammar, punctuation, sentence structure and proper citation will be taken into account in the determination of grades. For additional support, see the Student Success Centre: <http://www.ucalgary.ca/ssc/writing-support> Students are encouraged to use in-text citations (either MLA, APA) and the format should be consistent throughout. For assistance with proper citation format, see: <https://owl.english.purdue.edu/owl/section/2/> or contact the instructor.

Synthesis of information – concepts and information from the course material, and additional sources of information, are used and integrated into assignments. Connections are made between different arguments, ideas and evidence.

Creative/critical thinking – analysis considers what is missing or what the implications of a course of action or argument will be. Imaginative and fresh approaches are incorporated into the analysis – take a risk and bring something new to the table.

Tentative Course Schedule:

1. Introduction – Climate science and climate impacts in Canada

Environment and Climate Change Canada - The Science of Climate Change

<https://ec.gc.ca/Publications/CDFE86EB-E309-4C4E-80EE-9D2919EEE2F9/EN---Climate-Science-Briefing---23-NOV-2015---FINAL.PDF>

Pan-Canadian Framework on Clean Growth and Climate Change

<https://www.canada.ca/en/services/environment/weather/climatechange/pan-canadian-framework.html>

Other Resources:

IPCC 5th Assessment Report – Summary For Policy Makers -

https://www.ipcc.ch/pdf/assessment-report/ar5/wg1/WG1AR5_SPM_FINAL.pdf

Prairie Climate Atlas website - <http://climateatlas.ca/>

Climate Insights 1010 - http://pics.uvic.ca/education/climate-insights-101#quicktabs-climate_insights_101=0

2 Climate change policy in Canada

Stoett, P. J. (2009). Looking for leadership: Canada and climate change policy. In H. Selin, & S. Vandever (Eds.), *Changing climates in North American politics: Institutions, policymaking, and multilevel governance* (pp. 47-64). Cambridge, MA: MIT Press.

Paehlke, R. C. (2008). *Some like it cold: The politics of climate change in Canada*. Toronto, ON: Between the Lines.

Simpson, J., Jaccard, M., & Rivers, N. (2007). *Hot air: Meeting Canada's climate change challenge*. Toronto, ON: McClelland & Stewart.

3 Federalism and multi-level governance

Rabe, B. (2007). Beyond Kyoto: Climate change policy in multilevel governance systems. *Governance: An International Journal of Policy, Administration, and Institutions*, 20(3), 423-444.

Gordon, D., & Macdonald, D. (2014). Institutional strength, intergovernmental relations, and national climate policy coordination: Australia and Canada compared. In I. Weibust & J. Meadowcroft, (Eds). *Multilevel Environmental Governance: Managing Water and Climate Change in Europe and North America*. Northampton, MA: Edward Elgar Publishing

Other resources:

Winfield, M., & MacDonald, D. (2012). Federalism and Canadian climate change policy. In H. Bakvis, & G. Skogstad (Eds.), *Canadian federalism: Performance, effectiveness, and legitimacy* (3rd ed., pp. 241-260). Don Mills, ON: Oxford University Press.

Gore, C. (2010). The limits and opportunities of networks: Municipalities and Canadian climate change policy. *Review of Policy Resouearce* 27(1) DOI: 10.1111/j.1541-1338.2009.00425.x

Weibust, I., and Meadowcroft, J. (Eds.). (2014). *Multilevel environmental governance: Managing water and climate change in Europe and North America*. Cheltenham, UK: Edward Elgar. Chapter 1

4 Canada, the U.S. and North American climate policy

MacDonald, D., & VanNijnatten, D. (2010). Canadian climate policy and the North American influence. In G. E. Hale, & M. Gattinger, (Eds.). *Borders and bridges: Canada's policy relations in North America*. (pp. 177-193). Don Mills, ON: Oxford University Press.

Selin, H., & Vandever, S. D. (2005). Canadian-U.S. environmental cooperation: Climate change networks and regional action. *The American Review of Canadian Studies*, 35(2), 353-378.

Other resources:

VanNijnatten, D. (2008) Environmental policy in Canada and the US: Climate change and continuing distinctiveness. In D. M. Thomas and B. Boyle Torrey (Eds) *Canada and the United States: Differences that count*. (3th Ed.). pp. 340-360. Peterborough: Broadview Press.

Hoberg, G. (1991). Sleeping with an elephant: The American influence on Canadian environmental regulation. *Journal of Public Policy* 11(1), 107-131.

Boyd, B. (2017). Working together on climate change: Policy transfer and convergence in four Canadian provinces. *Publius: The Journal of Federalism*.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/publius/pjx033>

5 Canada and international action on climate change

Harrison, K. (2007). The road not taken: Climate change policy in Canada and the United States. *Global Environmental Politics*, 7(4), 92-117.

Bernstein, S. (2002). International institutions and the framing of domestic policies: The Kyoto Protocol and Canada's response to climate change. *Policy Sciences*, 35(2), 203-236.

Other resources:

Hoffman, M. (2011). *Climate governance at the crossroads*. New York, NY: Oxford University Press.

6 Carbon tax case studies: BC and Alberta

Harrison, K. (2012a). A Tale of Two Taxes: The Fate of Environmental Tax Reform in Canada. *Review of Policy Research* 29, 383-407.

Jaccard, M. (2012). The political acceptability of carbon taxes: Lesson from British Columbia. In Milne J., Anderson, M., & Skou, M. (Eds.). *Handbook of Research on Environmental Taxation*. (pp. 175-191). Northampton: Edward Elgar Publishing.

Houle, David and Macdonald, Douglas, Alberta Climate-Change Policy in the Canada-US Context (2009). APSA 2009 Toronto Meeting Paper. Available at SSRN:

<https://ssrn.com/abstract=1449531>

http://www.academia.edu/193487/Alberta_Climate-Change_Policy_in_the_Canada-US_Context

Other resources:

Hill, S., & Leiss, W. (2002). *Alberta's "made in Washington" climate change action plan*. Retrieved from <http://leiss.ca/wp-content/uploads/2009/12/Albertas-Made-in-Washington-Climate-Change-Action-Plan.pdf>

7 Cap and trade case studies: Ontario and Quebec

Newman, J. & Howlett, M. (2008). Quebec: Canada's champion in the fight against climate change. *Policy Options*, 29(7).

Klinsky, S. (2012). Bottom-up policy lessons emerging from the Western Climate Initiative's development challenges. *Climate Policy*, 13(2), 143-169.

Houle, D., Lachapelle, E., and Purdon, M. (2015). Comparative politics of sub-federal cap-and-trade: Implementing the Western Climate Initiative. *Global Environmental Politics*, 15(3), 49-73.

Other resources:

Happaerts, S. (2012). Sustainable development in Quebec and Flanders: Institutionalizing symbolic politics? *Canadian Public Administration*, 55(4), 553-573.

Betsill, M. and Hoffman, M. (2011). The contours of "cap and trade": The evolution of emissions trading systems for greenhouse gases. *Review of Policy Research*, 28(1), 85-106.

8 Other instruments to address climate change

Harris, M., Beck, M. and Gerasimchuk, I. (2015). The end of coal: Ontario's coal phase-out. International Institute for Sustainable Development. Retrieved from <https://www.iisd.org/sites/default/files/publications/end-of-coal-ontario-coal-phase-out.pdf>

Rowlands, I. (2007). The development of renewable electricity policy in the province of Ontario: The influence of ideas and timing. *Review of Policy Research*, 24(3), 185-207.

Jaccard, M. (2016). Want an effective climate policy? Heed the evidence. *Policy Options*. Retrieved from <http://policyoptions.irpp.org/magazines/february-2016/want-an-effective-climatepolicy-heed-the-evidence/>

Lutsey, N. and Sperling, D. (2007). America's bottom-up climate change mitigation policy. *Energy Policy* 36(2), 673-685.

9. Greenhouse governance – process instruments and implementation

Rabe, B., ed. 2010. *Greenhouse governance: Addressing climate change in America*. Washington, D.C.: Brookings Institution Press. - Introduction

Wellstead, A.M. & Stedman, R.C. 2012. "The role of climate change policy work in Canada." *Canadian Political Science Review* 6(1): 117-124.

Haley, B. 2016. Getting the institutions right: Designing the public sector to promote clean innovation. *Canadian Public Policy* 42(S1) DOI:10.3138/cpp.2016-051.

Other resources:

Rabe, B. (2015). The durability of carbon cap-and-trade policy. *Governance*, 29, 103-119.

10. Science, evidence and analysis: How does it impact climate policy?

Beck, S. (2012). Between tribalism and trust: The IPCC under the public microscope. *Nature and Culture*. 7(2), 151.

Other resources:

Radin, B. (2013). *Beyond Machiavelli*. 2nd Ed. Washington, D.C.: Georgetown University Press.

Nichols, T. (2017). *The Death of Expertise*. New York: Oxford University Press.

Important Notes:

- The penalty for late assignments is 5% per day. Extensions will only be granted in extreme circumstances, such as a family emergency or ill health. If you require an extension of a deadline, you must contact the instructors before the deadline. If you are ill, a medical certificate from your doctor may be required.
- The School of Public Policy expects the highest standards of professional conduct by students, faculty and staff. Abusive or disrespectful behavior will not be tolerated. This includes any expression of prejudice in any of its forms.
- It is the student's responsibility to be fully aware of the academic regulations outlined in

the University Of Calgary Faculty Of Graduate Studies Calendar. Provisions regarding Student Misconduct (plagiarism, cheating and other academic misconduct) will be strictly enforced. Please review the University of Calgary's Regulations on Plagiarism, Cheating and Other Academic Misconduct, online:

<http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

- Students seeking reappraisal of a piece of graded term work (term paper, essay, etc.) must discuss their work with the Instructor *within fifteen days* of the work being returned to the class. If not satisfied the student shall immediately take the matter to the Director of the MPP program or the Academic Director of the School and ask for a ruling and written reassessment. Should the student wish a further appeal it must be addressed to the Director and Palmer Chair of the School within 15 days of the ruling by the MPP Director or the Academic Director. For further information see the School of Public Policy Student Appeals Process at: <http://www.policyschool.ca/wp-content/uploads/2017/06/Student-Academic-Appeals.pdf>
- Examinations will not be given prior to the scheduled date.
- Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, Visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at: <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>
- All material used in this course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines. <http://library.ucalgary.ca/copyright/fair-dealing>
- The University of Calgary complies with the requirements of the *Freedom of Information and Privacy Act*. The University's policy on the sharing of student information with third parties can be found here: <http://www.ucalgary.ca/legalservices/files/legalservices/pg-pi-of-students-to-3rd-parties.pdf>. The University's policy on the sharing of student information with the subject can be found here: <http://www.ucalgary.ca/legalservices/files/legalservices/pg-pi-of-student-to-subject.pdf>
- In the event of an emergency, students may be required to evacuate the building. If evacuation is ordered, follow these procedures:
 - Stay calm, do not rush, and do not panic.
 - Safely stop your work.
 - Gather your personal belongings if it is safe to do so. (keys, purses, jackets, cell phones, etc. It may be hours before you are allowed back in the building.)
 - If safe, close your office door and window, but do not lock them.
 - If directed by wardens, follow their instructions.
 - Use the closest emergency exit. Do not use the elevator.
 - Proceed to the designated Emergency Assembly point in front of the Holiday Inn on 8th avenue to the west of the Downtown Campus.

- Do not re-enter the building or work area until you have been advised by emergency responders that it is safe to do so.

Graduate Students' Union Vice-President, Academic

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