

CONF 695 Sec. 011, Climate Change Consensus Building

Fall Semester 2011 (09-01-11 – 12-15-11)

Thursday, 4:30 – 7:10 PM

Founders Hall xxx

George Mason University, School for
Conflict Analysis and Resolution

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Class Appointments

As needed by email or phone, including
availability at GMU prior to class

Overview:

Global climate change risks and responses affect virtually every facet of the economy, energy systems, and environment, and raise immediate and long term challenges in the US and other nations. To date, the issue has been dominated by inaction and disagreement in some areas, while it has been the subject of major innovation and consensus based action in others. Increasingly, the integrated affects of climate change vulnerability and business and government solutions raise major new decision points for consumers, households, businesses and public institutions. The role that comprehensive planning and consensus building play in this process has been and will be critical, yet it is not well understood and practiced in many key institutions.

The process of understanding and responding to climate change is driven by the ability of individuals and groups to evaluate multidimensional risks and values, and to translate them to mutually acceptable, comprehensive response options. Solutions must integrate multiple human needs (such as economic, energy and environmental security) in a politically and economically acceptable manner that enables real implementation of follow up actions. Perhaps no single public policy issue facing the nation or globe today is as complex or challenging as climate change in this regard, or as dramatically in need of improved clarity and decision-making capacity. To achieve timely, scalable solutions that fully address the many challenges of climate change, effective technical and policy consensus building capacity will be critical in the marketplace, at all levels of government, in all economic sectors, and in all regions of the world.

Course Description:

Climate Change Consensus Building will examine the key issues, concepts and techniques associated with the formal development and implementation of highly specific, consensus based policies and mechanisms to mitigate and adapt to climate change at the sub national and national levels in the U.S. Private sector actions and involvement will be included, as well as implications for international policy and program development. Students will learn the essentials of translating science to policy across a wide array of economic sectors, policy instruments and levels of government as applied to culturally, economically, and geographically diverse circumstances and regions through the template of comprehensive, stepwise, fact based, and consensus based planning. Issues and techniques associated with advancement of legislation, administrative action, and market development will be covered. Students will focus on theory, advanced techniques, and real world cases shared through case experience from the US, Mexico and China at the sub national and national levels, as well as cases from key segments of the private sector. Students are not required to have advanced backgrounds in economics, science, law, policy or negotiation, but should have basic familiarity with natural and social sciences, including basic climate science and economics, to enable learning and performance in a highly integrative environment.

Required Texts and Readings:

- The Climate Solutions Consensus: What We Know and What To Do About It, David E. Blockstein and Leo Wiegman, National Council for Science and the Environment. Island Press, Washington, D.C 2010.
- Getting to Yes: Negotiating Agreements Without Giving In. Roger Fisher, William Ury and Bruce Patton. Second Edition, Houghton Mifflin, New York/Boston, 1991.
- The Different Drum: Community Making and Peace. M. Scott Peck, M.D. Simon and Shuster, New York, 1987.
- Weekly readings, as assigned.

Class Participation

The format of this course is a seminar and therefore class participation is a critical component. Students are expected to read assigned readings for each class session and to be prepared to analyze and discuss in an interactive learning environment. Students will typically be assigned weekly lead roles for presentation of key readings, and reading summaries may be required class prior to class at times. Discussion questions will be provided to guide the students' reading and preparation for the class sessions.

Use of Laptops and Mobile Devices in Class

The use of computer equipment and mobile devices in class is encouraged to support learning and save paper, but should be restricted to purposes of the class, and not used as a substitute for class preparation. The instructor may require that computers be shut down for certain periods of class to maximize focus and interaction.

Consensus Building Paper

Each student will select, with concurrence from the instructor, a climate change science or policy issue to address in a 10-page planning process recommendation (not including end notes and references) to be completed by December 8. This assessment will profile and provide detailed procedural steps to build consensus toward resolution of a defined issue, including key issues of fact and circumstance. The paper must include endnotes and a reference list with complete citations. A format for the paper is provided at the end of the syllabus.

On September 29 students will submit their proposed topics in draft along with a paragraph identifying key issues to be addressed. A short class presentation of the proposal will be required in class for group discussion, and the final paper will be presented for group discussion on or before December 15.

Class Assignments

Students will be required to submit three brief, written assignments during the semester, typically one to three pages, to evaluate learning and progress on concept, technique and integration of materials. They will be based on course content and not require significant additional reading.

Class Schedule, Readings and Deadlines

All readings are either from the required texts (listed above), will be emailed in advance, or provided through links in the syllabus. Unless it is otherwise indicated, all readings listed are required, however, some will be designated as background only. The syllabus and reading list will be updated as needed during the semester.

Due to professional travel conflicts, two classes will be rescheduled either to a Saturday session at the Fairfax campus, or to an alternate weekday pending discussions with the class. We will adjust the schedule as needed very early in the semester for planning purposes.

Grading

Grades will be based upon class participation, class assignments, the final exam and the consensus building paper. Students are expected to follow appropriate ethics and honor codes. Class assignments that are submitted after deadline will automatically be

downgraded by one half grade for each day of lateness. Assignments will be weighted as follows:

Assignment	% Final Grade
Class Participation	10%
Class Assignments (three total)	30%
Conflict Assessment Paper	30%
Final Exam	30%

Class Schedule, Topics, and Assignments

Date	Topics	Readings and Review
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09-01	Leadership decisions and the role of innovation, partnership and collaboration	<p>The Climate Solutions Consensus, Chapter 2: Three Questions Every Citizen Should Ask</p> <p>USGCRP. Climate Literacy, Essential Principles of Climate Sciences, USGCRP. USGCRP website.</p> <p>USGCRP. USGCRP Scenarios Executive Summary . USGCRP website.</p> <p>Peterson, Thomas D. The Evolution Of State Climate Change Policy In The United States: Lessons Learned And New Directions. <i>The Widener Law Review</i>. University Park, PA. March 25, 2004.</p> <p>Yale School of Forestry and Environmental Studies. American's Global Warming Six Americas, 2010. Yale FES website.</p> <p>Gates, Bill: "We Need Energy Miracles." CNN February 13, 2010.</p> <p>Mooney, Chris. If Scientists Want To Educate The Public, They Should Start Listening. Sunday, June 27, 2010, Washington Post.</p>
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09-08	Diagnosis and framing of climate change issues	<p>The Climate Solutions Consensus, Chapter 3: Human Carbon As the Smoking Gun.</p> <p>The Climate Solutions Consensus, Chapter 9: Multiple Intensity Disorder.</p> <p>World Economic Forum. The New Energy Security Paradigm, World Economic Forum, Spring 2006, pp. 7-24, 27-36. World Economic Forum website.</p> <p>The CNA Corporation, (CNA). National Security and the Threat of Climate Change, Executive Summary pp. 1-13. CAN website.</p> <p>Center for Health and Global Environment, Harvard Medical School. Climate Change Futures: Health, Ecological and Economic Dimensions, Executive Summary. Harvard Medical School website.</p> <p>Baliunas, Sally. The Kyoto Protocol and Global Warming. The Lavoisier Group, May 2002.</p> <p>Northrop, Michael. The Myth of Economic Peril. Journal of Environmental Finance. London, UK. June 2005.</p>
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09-15	Process and policy response options	<p>The Climate Solutions Consensus, Chapter 7: No Silver Bullet, Many Wedges.</p> <p>Peterson, Thomas D. and Robert McKinstry, John Dernbach. “Developing A Comprehensive Approach To Climate Change Policy In The United States That Fully Integrates Levels Of Government And Economic Sectors,” April 2008. CCS website.</p> <p>McKinsey & Company. Pathways to a Low Carbon Economy, Executive Summary. McKinsey & Company website, 2010.</p> <p>Stavins, Robert N. “Market-Based Environmental Policies,” Discussion Paper 98-26. RFF, March 1998.</p> <p>American Petroleum Institute. Taxing Energy: What Would It Mean for Your State? American Petroleum Institute website.</p> <p>Word Doctors, Frank Luntz. The Language of a Clean Energy Economy, 2010. Environmental Defense website.</p>
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09-22	Problem statement, charter and directives	<p>The Climate Solutions Consensus, Chapter 12: Think Globally, Incubate Locally.</p> <p>The Different Drum: Part 1 The Foundation, Part 2 Stumbling Into Community.</p> <p>Getting to Yes, Chapter 1: Don't Bargain Over Positions.</p> <p>State Executive Orders, CCS website.</p> <p>United Nations Framework Convention on Climate Change (UNFCCC). The Copenhagen Accord. UNFCCC website.</p> <p>Redefining Progress. The Genuine Progress Indicator 2006, A Tool for Sustainable Development. Redefining Progress website.</p>
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09-29	Consensus building process design	<p>Getting to Yes, Chapter 2: Separating People from the Problem.</p> <p>The Different Drum: Chapter II Individuals and the Fallacy of Rugged Individualism.</p> <p>Booher, David. Collaborative Governance Practices and Democracy, National Civic Review.</p> <p>Innes, Judith. Consensus Building: Clarifications for the Critics, Planning Theory. Sage Publications, 2004.</p> <p>Siegel, Joseph A. Collaborative Decision Making on Climate Change in the Federal Government. Pace University School of Law School of Law Pace Environmental Law Review, Year 2009</p> <p>Integrating Collaborative Activities: Public Deliberation with Stakeholder Processes, National Policy Consensus Center.</p> <p>Best Practices for Government Agencies: Guidelines for Using Collaborative Agreement-Seeking Processes, SPIDR Environment/Public Disputes Sector Critical Issues Committee. January 1997.</p>
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10-06	Startup actions and capacity and team building needs	<p>The Climate Solutions Consensus, Part IV: Actions 1-20: Strategies for Stabilization.</p> <p>The Different Drum: Chapter V The Stages of Community Making</p> <p>CCS Kentucky Climate and Energy Plan, Process Memo. CCS website.</p> <p>Colburn, Kenneth. Climate Action Planning in the States, Structured Stakeholder Processes Show Stimulating Results. Air and Waste Management Association, April 2009</p> <p>National Commission on Energy Policy. 2004. <i>Ending the Energy Stalemate: A Bipartisan Strategy to Meet America's Energy Challenge</i>, http://www.energycommission.org/.</p>
10-13	Preliminary fact finding: baselines and options	<p>Kentucky Inventory and Forecast of Greenhouse Gas Emissions, CCS website.</p> <p>National Greenhouse Gas Emissions Inventory and Forecast, Energy Information Administration; US Environmental Protection Agency. CCS website.</p> <p>CCS. Catalogs of Policy Options (listing actions considered in other regions/states), and Brief Descriptions of Policy Options (describing actions other regions/states have considered). CCS website.</p> <p>DSIRE. Database of State Incentives for Renewables & Efficiency. North Carolina State University website.</p>

10-20	Joint fact finding process and techniques	<p>Getting to Yes, Chapter 3: Focus on Interests, Not Positions.</p> <p>U.S. EPA. Science Advisory Board (SAB) Advisory on EPA's draft Guidelines for Preparing Economic Analyses (2008). EPA website.</p> <p>CCS. Principles and Guidelines for Quantification of Policy Options. CCS website.</p>
10-27	Development of innovative options, initial priorities	<p>The Different Drum: Chapter IV The Genius of Community.</p> <p>Getting to Yes, Chapter 4: Invent Options for Mutual Gain.</p> <p>Getting to Yes, Chapter 5: Insist on Using Objective Criteria.</p> <p>CCS Catalog of Actions, Screening Tables, Provinces of China.</p>
11-03	Development of policy design specs and mechanisms	<p>Determinant Attributes in Supermarket Choices in Petermaritzburg, PPT.</p> <p>Michigan Transportation and Land Use Policy Options Document.</p> <p>Florida Energy Supply and Demand Policy Options.</p> <p>Jim Sweeny, EAAC Modeling Subcommittee, August 13, 2009, San Francisco. PPT, Slide #6, CCS website.</p>

11-10	Agreements on micro analysis	<p>The Climate Solutions Consensus, Chapter 6: The Cheapest Carbon.</p> <p>CCS. New York Climate Action Plan: Common Assumptions Memo for Energy, Transportation. CCS website.</p> <p>Florida Energy Supply and Demand Policy Options, Renewable Energy Standard, Solar Power Analysis.</p> <p>Keller, Klaus, David McInerney and David F. Bradford. Carbon Dioxide Sequestration: How Much And When? April 2008 # Springer Science + Business Media B.V. 2008. Penn State University Geosciences website.</p>
11-17	Agreements on macro analysis	<p>CCS. Impacts of Comprehensive Climate and Energy Policy on the U.S. Economy, July 2010. CCS website, Executive Summary.</p> <p>CCS. The Economic Impact of the Florida Energy and Climate Change Action Plan on the State's Economy, May 2009. CCS website.</p> <p>CCS. Climate Change as Economic Stimulus, Evidence and Opportunities from the States, pp 1-13. CCS website.</p> <p>Asia Development Bank. "Towards a Low Carbon Asia: Challenges of Economic Development." Asia Development Bank website.</p>
11-24	Thanksgiving	No Class!

12-01	Agreement on, issuance of final recommendations	<p>Getting to Yes, Chapter 6: What If They Are More Powerful?</p> <p>Getting to Yes, Chapter 7: What If They Won't Play?</p> <p>Kverndokk, S. and A. Rose. "Equity and Climate Change Policy," <i>International Review of Environmental and Resource Economics</i>, No. 3, 2008.</p>
12-08	Translation to implementation actions	<p>The Climate Solutions Consensus, Chapter 15: All of the Above! Solutions in Perspective.</p> <p>The Different Drum: Chapter XIII Community and Communication.</p> <p>CCS. Impacts of Comprehensive Climate and Energy Policy on the U.S. Economy, July 2010. CCS website. Page 58.</p> <p>CCS. Energy Independence and Security Act of 2007, Summary. CCS website.</p>
12-15	Presentation of final papers	<p>Review of Final Exam</p> <p>Review of Final Papers</p>

Consensus Building Recommendation Paper:

- 10 pages, not including endnotes and references; tables, graphs and illustrations can be included as attachments and are encouraged. APA style guide for references and citations, etc.
- Font: 12 point Times New Roman, Times, or Cambria body. Right and left margins: 1 inch. Single space. Header with name, assignment and date. Footer with page number. Electronic file: Microsoft Word, labeled by date, name, and subject.

Page 1. Problem Statement and Charter

Page 2. Key Policy Conflict Issues, Process and Policy Options

Page 3. Key Anticipated Outcomes and Risks

Page 4-5. Fact-Finding and Technical Consensus Building Needs

Pages 5-9. Process Design Recommendations

Page 10. Recommended Implementation Steps