A. Summary of the Course

As the U.S., Europe and rest of the world get increasingly serious about addressing climate destabilization in a meaningful way, legal and regulatory strategies become more and more important in shaping the on-the-ground response. This half-credit course offers an introduction to a broad range of legal and regulatory mechanisms (and their close policy counterparts) that in this country have started to be applied to the climate challenge, while bringing into play the international regulatory context and related, recent developments, particularly in the EU. Close examination of U.S. policy is essential, given the nation’s massive impact on the problem, its historical leadership in implementing enforceable environmental policy, the highly-evolved state of its policy strategies, and the expectation that it will need to play a key role in catalyzing effective action by nations in the developing world, particularly China. Among the topics we will consider: energy, transportation, ecosystems, agriculture, water resources, impact assessment and geoengineering.
B. Course Work

Students will write one long paper on a topic of your choice relating to climate change – a project that will include a proposal, an outline, a draft version, and a final version. In addition, you will be asked to lead segments of each class (after the first week). There is no exam. The course is graded, with the following elements receiving grades: class participation, leading class discussion, and final paper. In addition, you will receive a grade trajectory after review of your draft final paper.

C. The Reading

We will focus on the follow text, which you must purchase. It is available at the Tufts bookstore at a significant discount:

📖 Gerrard, Michael B. and Jody Freeman, eds., *Global Climate Change and U.S. Law, 2nd ed.* (Chicago: ABA Publishing, 2014) [new copies at the Tufts bookstore: $49.99].

Each week’s reading from this text will be supplemented by explanatory materials or news items posted in advance on the course Trunk site. Assigned weekly reading of the basic text averages about 40 pages (calculated without including the often-extensive endnotes for each chapter).

These general resources also may be helpful:

- A compendium of on-line legal dictionaries: [www.onlinedictionary.net/law/](http://www.onlinedictionary.net/law/)
- U.S. Supreme Court cases on line: [http://supct.law.cornell.edu/supct/](http://supct.law.cornell.edu/supct/)

D. What You Will Need

I expect you to have the following capabilities:

- Ready access to the Internet, and a functioning email address that you check at least daily.

- A basic knowledge of Lexis/Nexis, the database for law and news. All Tufts students not auditing should have access to this service, both in the library and remotely. The Tufts libraries host Lexis/Nexis tutorials, and offer other, more informal training – both on site and on line. I am confident that you’ll have no difficulty using this resource.

- Familiarity with the course website on Trunk. If you’ve registered for the course, you will automatically have access; if not, please contact me and I will add you to the site.
E. Classes

Classes will be conducted in both lecture and guided discussion formats, with emphasis on discussion – as this is a seminar course. You are expected to prepare for, attend and actively participate in class. Unexcused absences will negatively affect your final evaluation. Class meets once a week for 75 minutes.

F. Auditing

Auditing is permitted, consistent with university policy.

G. Research Assistance

As noted, you’ll need a very basic understanding of Lexis/Nexis. Tisch Library provides formal tutorials as well as informal help. It also offers much else in the way of research assistance. You can tap into the expertise that resides there by contacting the library’s liaison to UEP:

Regina Raboin, Reference & Instruction Librarian for UEP
Reference & Collections
Tisch Library
Tel.: 617/627-4221
email: Regina.Raboin@tufts.edu

H. Evaluation and Expectations

As noted, to get the most out of UEP-194-04, you will need to complete the assigned reading in advance, attend class and participate actively in the discussion. More detailed information about grading will be provided on request.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due</th>
<th>% of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation:</td>
<td>--</td>
<td>15.0% [see note (3) below]</td>
</tr>
<tr>
<td>Leading class discussion:</td>
<td>various</td>
<td>15.0%</td>
</tr>
<tr>
<td>Draft paper:</td>
<td>Tue., Nov. 11</td>
<td>15.0%</td>
</tr>
<tr>
<td>Final paper:</td>
<td>Mon., Dec. 8</td>
<td>55.0%</td>
</tr>
</tbody>
</table>

TOTAL: 100.00%

Notes:

(1) Policy on late work: Without a valid and verifiable excuse, provided in advance, full grade will be deducted for each 24-hour period that an assignment is late. If you are not certain whether this policy applies to you, please discuss the situation with me in advance.
(2) Final work: This will be evaluated based on insightful analysis, creative thinking, knowledge of the relevant subject areas, effective use of sources (particularly assigned reading), and clear writing.

(3) Class participation: The emphasis is on thoughtfulness, originality, preparation, consideration for others, and staying on point. In general, quality is more important than quantity. In addition to in-class discussion, which is strongly encouraged, the class participation component of the course encompasses substantive email exchanges and meetings with the instructor.

(4) Scheduling: No assignments will be rescheduled to accommodate routine (e.g., Thanksgiving or end-of-semester break) travel plans.

(5) Email: Unless otherwise specified, please email assignments to the instructor (no hard copy). Each assignment should include your name, the date and page numbers.

(6) I may choose to selectively review papers using a program designed to detect plagiarism.

I. What You Will Learn

Here are the key knowledge centers, skills and competencies that this course will address:

1. The range of policy and program approaches current proposed to address climate change.

2. The primary domestic laws, regulations and programs available to address climate change.

3. The structure and content of international climate change agreements and regulatory regimes.

4. The major regulatory strategies and mechanisms available to address climate change.

5. Key institutions and actors with respect to climate change.

6. Policy analysis within and between jurisdictions.
J. Syllabus

NOTES:
- Please read selections in the order in which they are listed.
- NB: page numbers in the text include (sometimes extensive) footnotes; feel free to skim them.

Class #1: Overview of the Course
Tue., Sep. 2
Reading(s):

Global Climate Change, Ch. 1, pp. 3-35

Class #2: International Structure
Tue., Sep. 9
Reading(s):

Global Climate Change, Ch. 3, pp. 37-79

Class #3: Domestic Structure and Evolution
Tue., Sep. 16
Reading(s):

Global Climate Change, Ch. 3, pp. 83-116

Class #4: Regional, State and Local Initiatives
Tue., Sep. 23
Reading(s):

Global Climate Change, Ch. 9, pp. 271-302; Ch. 10, pp. 303-339; Ch. 12, pp. 375-410

Class #5: Clean Air Regulation; Cap-and-Trade
Tue., Sep. 30
Reading(s):

Global Climate Change, Ch. 4, pp. 117-152; Ch. 11, pp. 341-374

Class #6: Environmental Impacts; Endangered Species and Ecosystems
Tue., Oct. 7
Reading(s):
Class #7:  
**Energy: Electricity**  
**Tue., Oct. 14**  
Reading(s):  
*Global Climate Change*, Ch. 5, pp. 153-182; Ch. 6, pp. 183-203

Class #8:  
**Energy: Transportation and Land Use**  
**Tue., Oct. 21**  
Reading(s):  
*Global Climate Change*, Ch. 13, pp. 413-459; Ch. 14, pp. 461-504

Class #9:  
**Water Resources**  
**Tue., Oct. 28**  
Reading(s):  
*Global Climate Change*, Ch. 15, pp. 505-539; Ch. 16, pp. 543-579

Class #10:  
**Agriculture and Forestry**  
**Tue., Nov. 4**  
Reading(s):  
*Global Climate Change*, Ch. 18, pp. 621-647

→ No class week of Nov. 10-14 ←

Class #11:  
**Carbon Capture and Sequestration; Geoengineering**  
**Tue., Nov. 18**  
Reading(s):  
*Global Climate Change*, Ch. 17, pp. 581-620; Ch. 21, pp. 715-746

Class #12:  
**Adaptation**  
**Tue., Nov. 25**  
Reading(s):  
*Global Climate Change*, Ch. 20, pp. 677-713

Class #13:  
**What’s Next?**  
**Tue., Dec. 2**  
Reading(s):  
*Global Climate Change*, Ch. 22, pp. 747-793; Ch. 23, pp. 795-840