

Fall 2024

U.N. Climate Change Negotiations Practicum
ENVIRON 592 / PUBPOL 592
Fall 2024 | Thursdays 1:40 – 4:10 PM | Gross Hall 100A

Faculty:

Jackson Ewing (jackson.ewing@duke.edu)

Teaching Assistants:

Gabriela Nagle Alverio (gabriela.nagle@duke.edu)

Eni Owoeye (eni.owoeye@duke.edu)

Course Description

The *U.N. Climate Change Negotiations Practicum* examines the creation of international climate change agreements under the United Nations Framework Convention on Climate Change (UNFCCC). Since the Rio Earth Summit in 1992, the UNFCCC has been the primary forum for the negotiation of international agreements concerning climate change. Over time, UNFCCC negotiations have grown in mandate and sophistication, and participation by actors across the policy landscape have amplified the scale of climate change response efforts. The Conference of the Parties (COP) held in Paris in 2015 (COP21) signaled the beginning of a new, more bottom-up approach to combating climate change. COP29 in Baku, Azerbaijan, will seek to further expand governments' commitments to climate action toward Paris Agreement goals, and provide a forum for civil society, intergovernmental communities, and the private sector to advance climate priorities. By analyzing these negotiations, their underlying foundations, and the stakeholders driving climate action, this course will provide students with a comprehensive understanding of the fundamental issues, negotiations processes, and societal and political dynamics surrounding the UNFCCC.

This course aims to develop students' analytical thinking and experiential learning at the international level – including the opportunity to attend COP29 in Baku, Azerbaijan. By the conclusion of this course, students should have developed proficiency in the following topics and skills:

- Understand the history and context of the UNFCCC, and apply that knowledge to their participation at COP;
- Comprehend and observe the roles and activities of private sector and civil society actors in advancing climate change progress;
- Describe and explain the nuance of climate negotiations to a non-specialist audience, particularly as it relates to their chosen area of expertise;
- Identify, analyze, and observe in real-time the negotiating positions held by major countries and alliance blocs;
- Articulate different viewpoints on the roles of influence, law, and power in international affairs, as exemplified by climate change diplomacy;
- Construct a policy position on a chosen issue area for the upcoming negotiations;
- Demonstrate the ability to participate as a professional member of an observer delegation.

Course Structure

This course is structured through weekly class sessions, with a practical component focused around COP29. It is worth 3.0 credits in the graduate credit system and 1.0 in the undergraduate system.

Students will be asked to submit an application that discusses their interest in the course and previous academic and professional experiences that will contribute to their success in its completion. Because slots to attend the international events (see below) are very limited, only selected students will be invited to enroll in the course.

The course will meet once a week. The class format will include short lectures, seminar-style group discussions of readings and issues, guest speakers, interactive exercises, student-led presentations on focus issues, and a model climate negotiation. Each student will select a topic or issue of relevance to the UNFCCC negotiations and will focus on the deliverables and potential client work on that topic throughout the semester.

Working with Clients

Students are encouraged to identify potential client organizations or countries that are actively working on their selected issue. With guidance from the instructors and advisors, students will approach the applicable organizations to develop relationships and offer to support their efforts throughout the semester and during the negotiations. If issues arise preventing such a relationship, students can conduct an issue-oriented case study as a replacement activity.

Students working with a stakeholder group or country delegation are expected to provide support and research help throughout the semester and during the COP while maintaining a professional relationship with the client and representing Duke University appropriately.

In addition to working with clients, students will have the opportunity to learn how various state and non-state actors engage with the COP and the UNFCCC through guest lectures with experts and practitioners.

Attending the Negotiations

Every effort will be made to provide all students with the opportunity to attend COP29. However, accredited badges for the 'Blue Zone' – which includes where negotiations take place alongside myriad other activities – are limited and beyond the control of Duke University. Where Blue Zone access is constrained, students will create strategies for participating in COP-related activities on the sidelines of the negotiations, including through participation in the more accessible Green Zone and Innovation Zone. More details will be provided as they become available throughout the semester.

Note that the dates of the COP29 are Nov 11–Nov 22, 2024. Under existing planning, half of the class will attend the first week, and the other will attend the second week. It is the responsibility of each student who wants to attend the COP to IMMEDIATELY begin discussions with their course instructors about any course conflicts. Missing/rescheduling course assignments is entirely at the discretion of your instructors and may determine whether you can attend COP29.

Expectations, Evaluation, and Assignments

All students are expected to complete required readings prior to class and actively participate in class discussions. While laptops are allowed, they should be used for consulting course readings and taking notes only. If laptop and/or phone use seems to be a class distraction, we will consider amending this policy to be electronics-free.

Students will be evaluated based on the following criteria:

Class Participation and Attendance (25%)

- Student participation in class discussions is extremely important. Students are expected to read materials and actively participate in the class discussion each week. If you are unable to attend a class, please notify the course leaders (write to the TAs and cc the instructor) in advance to receive an excused absence. Unexcused absences will negatively affect your grade.

Mock Negotiation (25%) -- In class on Weeks 9 and 10

- Ahead of COP29, students will participate in an in-class mock negotiation. Students will assume the roles of the parties to the convention and advocate for their proposed policy positions. Topics discussed at the mock negotiation will be key topics at COP29.
- To prepare for the negotiation, students will write a 2-page memo addressed to the lead negotiator from their party that incorporates a summary of the importance of addressing the topic, guidance on how the topic has been included in negotiations and agreements thus far, and a proposal for how the party should try to influence the negotiations based on their interests. More details on the structure and expectations for the negotiation and memo will be provided.

Short Presentation (25%) -- In class on Week 13

- Students will prepare and deliver a brief presentation on their selected issue of focus. This presentation may be in conjunction with another student. The presentation should address aspects of the topic specific to COP29 negotiations. More details on the structure and expectations for the presentation will be provided.

Blog Assignments and COP Field Notes (25%) -- Leading up to and during negotiations

- Blog Assignments (3): Students are required to write three 500-word blog posts for the course website on their COP experiences. You may refer to previous cohorts' blog posts for examples. Due dates are assigned based on the week you attend the COP:

Week 1 Delegation

- Blog 1: November 11 at 11:59 PM GMT+4
- Blog 2: November 15 at 11:59 PM GMT+4
- Blog 3: November 25 at 11:59 PM EST.

Week 2 Delegation

- Blog 1: November 17 at 11:59 PM GMT+4,
- Blog 2: November 20 at 11:59 PM GMT+4,
- Blog 3: November 25 at 11:59 PM EST.

- Client Submissions: Submit products or summaries of what you provide to your clients, further details on this assessment will be provided. Submit via email to your designated TA.

Note: Students are expected to submit assignments on time. If extenuating circumstances arise, students are expected to contact the TAs immediately and request an extension.

Honor Code

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon

and uphold these principles in all academic and non-academic endeavors and to protect and promote a culture of integrity. To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself responsibly in all my endeavors; and
- I will act if the Standard is compromised.

Overview of Course Schedule and Readings

Please note that this is a general outline, and we may amend readings to Canvas in advance of each class. This may include readings from guest speakers, who will be inserted into the schedule based on their availability and relevance to course content.

Date	Class	Unit	Topic
8/29	1	History & Context of Climate Negotiations	Course Introduction + The Evolution of the UNFCCC
9/5	2		The COP Experience + The Evidence Base for Diplomacy
9/12	3		Negotiating Blocs and Great Power Competition
9/19	4	Key Issues for COP29	COP29 Overview + Climate Finance
9/26	5		Adaptation and Mobility
10/3	6		Climate Justice and Loss & Damage
10/10	7		Climate Risk, Overshoot, and Geoengineering
10/14-10/15			<i>Fall Break – Optional Session: Trip to Duke in DC</i>
10/24	8		Carbon Markets and Paris Agreement Article 6

10/31	9	COP29: Preparation & Participation	Model Negotiations
11/7	10		Model Negotiations
11/14	11		<i>COP Week 1 – No Class</i>
11/21	12		<i>COP Week 2 – No Class</i>
11/28			<i>Thanksgiving – No Class</i>
12/5	13		Student Presentations

Discussion Questions and Readings

8/29 Class 1: Course Introductions + The Evolution of the UNFCCC

Guiding Questions

- What do all these acronyms mean and how many do I have to know about?!?
- What is the history and characteristics of the UNFCCC, the Kyoto Protocol, and the Paris Agreement?
- Why is international cooperation important to address climate change?
- Why does the UNFCCC function the way that it does?
- How do we see the broad UNFCCC results track record thus far?
- What happened at COP28 and where do things stand now?

Readings

Introduction

- UNFCCC. "Climate: Get the Big Picture," at:
<https://webarchive.unfccc.int/20220413133608/http://unfccc.int/resource/bigpicture/>

Framework of UNFCCC/ History

- Mark A. Maslin, John Lang, and Fiona Harvey (2023), "A short history of the successes and failures of the international climate change negotiations", UCL Open Environment.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10354701/pdf/ucloe-05-059.pdf>
- United Nations General Assembly, "United Nations Framework Convention on Climate Change," New York: United Nations, General Assembly (1992) at
https://treaties.un.org/doc/Treaties/1994/03/19940321%204-56%20AM/Ch_XXVII_07p.pdf *Skim preamble, objective, and article headings.

COP28: A Recap

- David Waskow, et. al. (2023), "Unpacking COP28: Key Outcomes from the Dubai Climate

Talks, and What Comes Next”, WRI. <https://www.wri.org/insights/cop28-outcomes-next-steps>

Additional Resources

Perspectives on Climate Policy

- William Nordhaus, “Why Climate Policy Has Failed and How Governments Can Do Better,” in *Foreign Affairs* (2021) at: <https://www.foreignaffairs.com/world/why-climate-policy-has-failed>

9/5 Class 2: The COP Experience + The Evidence Base for Diplomacy

Guiding Questions (The COP Experience)

- What is the COP experience like including negotiations, side events, pavilions, closed-door meetings, the green zone, and advocacy, activism, and protest?
- What are your personal goals for COP, and which clients and approaches to the events at COP will help you achieve them.
- Review COP logistics requirements from the Duke travel and practicum perspectives.

Readings

- Choose three [COP28 blogs](#) from students in the practicum last year to read
- UNFCCC (2022), “A day in the life of an observer at COP,” in UNFCCC at: <https://unfccc.int/sites/default/files/resource/Observer%20handbook%20for%20COP27.pdf>
 - Slides 8-9, 12-15, 19-20, 28-32
- Hickmann, T., Widerberg, O., Lederer, M., & Pattberg, P. (2021). The United Nations Framework Convention on Climate Change Secretariat as an orchestrator in global climate policymaking. *International Review of Administrative Sciences*, 87(1), 21–38. <https://doi.org/10.1177/0020852319840425>
- Kate Yoder (2022), “It’s not just Coca-Cola: Corporations have co-opted the UN climate talks,” in *Grist* at: <https://grist.org/cop27/corporations-have-co-opted-the-un-climate-talks-coca-col/>

Guiding Questions (The Evidence Base for Diplomacy)

- What is the role of the IPCC in building the evidence base for diplomatic action?
- What is the IPCC production processes and how can it add diplomatic pressure?
- What are the intended and actual roles of the Global Stocktake in the UNFCCC process?

Readings

- IPCC 2018, Special Report: Global Warming of 1.5°, Summary for Policymakers, at: <https://www.ipcc.ch/sr15/chapter/spm/>
- Jamal Srouji, Felipe Borja Díaz and Deirdre Cogan, “What Is the “Global Stocktake” and How Can It Accelerate Climate Action?,” in *World Resources Institute*, at: <https://www.wri.org/insights/explaining-global-stocktake-paris-agreement>
- Directorate-General for Climate Action (2023), “Humans, Science, and Policy Making: Behind the Scenes of IPCC reports” (very brief) at: https://climate.ec.europa.eu/news-your-voice/news/humans-science-and-policy-making-behind-scenes-ipcc-reports-2023-03-20_en

9/12 Class 3: Negotiating Blocs and Great Power Competition

Guiding Questions

- What is the purpose of negotiating groups in the UNFCCC?
- What do the main groups tend to advocate for?
- What is the “Common but Differentiated Responsibilities” principle and how has it played out in the UNFCCC so far? What is its future?

- What is the historical importance and future trajectory of US-China climate relations?

Readings

Party Groupings

- **Skim:** UNFCCC, “Party Groupings,” UNFCCC (n.d.), at <https://unfccc.int/process-and-meetings/parties-non-party-stakeholders/parties/party-groupings>
- Federica Genovese, Richard J. McAlexander & Johannes Urpelainen (2022), “Institutional roots of international alliances: Party groupings and position similarity at global climate negotiations”, *The Review of International Organizations*, 329-359. <https://link.springer.com/article/10.1007/s11558-022-09470-4>

Common but Differentiated Responsibilities (CBDR) Principle

- Lavanya Rajamani, Louise Jeffery, Niklas Höhne, Frederic Hans, Alyssa Glass, Gaurav Ganti & Andreas Geiges (2021) National ‘fair shares’ in reducing greenhouse gas emissions within the principled framework of international environmental law, *Climate Policy*, 21:8, 983-1004, <https://www.tandfonline.com/doi/full/10.1080/14693062.2021.1970504>

US-China Climate Relations

- Jackson Ewing (2015), “Why China and the US have found common purpose on climate change”, *The Conversation*, <https://theconversation.com/why-china-and-the-us-have-found-common-purpose-on-climate-change-51798>
- Kelly Sims Gallagher (2023) “The Right Way for America and China to Cooperate on Climate: How the Two Powers Can Jointly Aid Poorer Countries”, *Foreign Affairs*. <https://www.foreignaffairs.com/united-states/right-way-america-and-china-cooperate-climate>
- Thom Woodroffe (2023), “China Must Pay a Price for Climate Inaction: Preventing catastrophe is now as much about sticks as it is about carrots.” *Foreign Policy*, <https://foreignpolicy.com/2023/08/18/china-climate-xi-jinping-dual-carbon-goals/>
- Jackson Ewing (2023), “US-China Friction and the Competition for Global Climate Leadership”, *Azure Forum*. <https://www.azureforum.org/u-s-china-friction-and-the-competition-for-global-climate-leadership/>

9/19 Class 4: COP29 Overview + Climate Finance

Guiding Questions (COP29 Overview)

- How do the goals and priorities shift from COP to COP?
- How do host countries influence COP agendas and outcomes?
- What will take center stage at COP29?
- What is a reasonable suite of potential outcomes as of today?

Readings

- Energy and Climate Intelligence Unit, “COP29 – what to expect...”, at: <https://eciu.net/insights/2024/cop29-what-to-expect#:~:text=New%20pledges,-COP30%2C%20to%20be&text=That%20means%20offering%20up%20higher,present%20enhanced%20NDCs%20by%20COP29>.
- University of Cambridge Institute for Sustainability Leadership (CISL). (2024). *Finance, climate action plans and carbon markets: What to expect from COP29*. Cambridge, UK: Cambridge Institute for Sustainability Leadership at: <https://www.cisl.cam.ac.uk/cop29-policy-briefing>
- Gabrielle Swaby et al (2024), “What Climate-vulnerable Countries Need on the Road to COP29”, at: <https://www.wri.org/insights/vulnerable-countries-cop29-climate-action>
- Explore Climate Action Tracker’s NDC update progress tool. Click on a country that interests you. What surprises you? <https://climateactiontracker.org/climate-target-update->

[tracker/](#)

Guiding Questions (Climate Finance)

- What is this NQCG I keep hearing about and where did it come from?
- What are the primary debates on climate finance within and beyond the UNFCCC?
- What are productive pathways for meeting the climate finance needs of low- and middle-income countries?
- How should the development priorities of LMICs be squared with global climate goals from an equity and justice perspective and what does this mean for the provision of finance?

Readings

- Jonathan Phillips, Jackson Ewing, Abhay Rao, Lilinna Teji, Victoria Plutshack, Marc Jeuland (2022), *Climate Finance for Just Transitions*, New Frontiers in Climate Finance. https://energyaccess.duke.edu/wp-content/uploads/2022/09/Climate_Finance_for_Just_Transitions-2.pdf
- Baysa Naran, Jake Connolly, Paul Rosane, Dharshan Wignarajah, Githungo Wakaba and Barbara Buchner (2023), “Global Landscape of Climate Finance: A Decade of Data”, Climate Policy Initiative. <https://www.climatepolicyinitiative.org/publication/global-landscape-of-climate-finance-a-decade-of-data/>
- Zainab Usman (2022), “As Financial Pledges Trickle In, Did COP27 Meet Its Goal of Implementation?” CEIP Commentary. <https://carnegieendowment.org/2022/11/21/as-financial-pledges-trickle-in-did-cop27-meet-its-goal-of-implementation-pub-88452>
- WEF (2024), “The NCQG: What is it and why does it matter?”, at: <https://www.weforum.org/agenda/2024/07/new-collective-quantified-goal-what-is-it-and-why-does-it-matter/#:~:text=The%20NCQG%20is%20currently%20under,the%20context%20of%20climate%20change.>
- IEA, *Financing Clean Energy Transitions in Emerging and Developing Economies* (Paris: International Energy Agency, 2021). *Read Executive Summary: <https://www.iea.org/reports/financing-clean-energy-transitions-in-emerging-and-developing-economies/executive-summary>

9/26 Class 5: Adaptation and Mobility

Guiding Questions

- How should we think about the intersection of global and local forces on adaptation?
- What is the nature of the responsibility for high-emitting countries (past, present and future) to support adaptation elsewhere?
- How does mobility represent an adaptation strategy?

Readings

- Kiyomi de Zoysa et al. (2022), “Can the Global Goal on Adaptation Be Locally Led?” in *World Resources Institute* at: <https://www.wri.org/technical-perspectives/can-global-goal-adaptation-be-locally-led#:~:text=Although%20adaptation%20is%20relevant%20globally,adaptation%20must%20be%20locally%20informed.>
- Draft Text, SBSTA 59 agenda item 5/SBI 59 agenda item 8, Matters relating to the global stocktake under the Paris Agreement (2023): https://unfccc.int/documents/635015#msdyntrid=1TfIpvMjGOg89_t4UkPrVu860Sjd5Te_AsrvcW4x2Ows
- Task Force on Displacement, Summary Report of Outputs of Activity II.3: <https://unfccc.int/sites/default/files/resource/TFD%20Output%20activity%20II.3.pdf>
- Mayer (2016), “Migration in the UNFCCC Workstream on Loss and Damage: An Assessment of Alternative Framings and Conceivable Responses,” in *Transnational*

Environmental Law at: <https://www.cambridge.org/core/journals/transnational-environmental-law/article/migration-in-the-unfccc-workstream-on-loss-and-damage-an-assessment-of-alternative-framings-and-conceivable-responses/28A086D00A922692C5E9F6CA504B9F05>

10/3 Class 6: Climate Justice and Loss & Damage

Guiding Questions

- What does ‘climate justice’ mean to you?
- How have negotiations evolved from the foundation of adaptation to recent movement on loss and damage?
- What are major different approaches to and trade-offs with addressing loss and damage?
- What are some ethical considerations of funding climate adaptation and loss and damage top-down?

Readings

- Lefstad, L., & Paavola, J. (2023). The evolution of climate justice claims in global climate change negotiations under the UNFCCC. *Critical Policy Studies*, 18(3), 363–388. <https://doi.org/10.1080/19460171.2023.2235405>
- NRDC (2023), “The Environmental Justice Movement”, Explainer, at: <https://www.nrdc.org/stories/environmental-justice-movement>
- Preeti Bhandari et al. (2022), “What Is “Loss and Damage” from Climate Change? 8 Key Questions, Answered,” in *World Resources Institute* at: <https://www.wri.org/insights/loss-damage-climate-change>
- CAN (2024), “What Happened at the 2024 Bonn Climate Conference and what is next for Loss and Damage on the Road to COP29?”, at: https://cdn.prod.website-files.com/605869242b205050a0579e87/667d2b4a40fe70ed2325ae8f_PICAN_L%26DC_SB6_0_Outcomes_Brief_.pdf
- *Survey official UNFCCC documents on Loss and Damage and choose one to read: <https://unfccc.int/topics/resilience/resources/documents-on-loss-and-damage>

10/10 Class 7: Climate Risk

Guiding Questions

- How should we understand and contextualize risks posed by climate change and by climate change responses?
- How is climate risk impacting investment and infrastructure decisions?
- What are key trade-offs and cost-benefit analyses for various climate responses and the lack thereof?

Readings

- Sarah Bloom Raskin (Duke University and former Deputy Secretary of the Treasury), Testimony Before the Senate Special Committee on the Climate Crisis (session on economic risks), March 17, 2020. <https://sites.duke.edu/thefinregblog/2020/03/17/testimony-of-the-honorable-sarah-bloom-raskin-before-the-senate-democrats-special-committee-on-the-climate-crisis/>
- Claudia E. Wieners, Ben P. Hofbauer, Iris E. de Vries, Matthias Honegger, Daniele Visioni, Hermann W.J. Russchenberg, Tyler Felgenhauer (2023), Solar radiation modification is risky, but so is rejecting it: a call for balanced research, *Oxford Open Climate Change*. <https://doi.org/10.1093/oxfclm/kgad002>
- Jonathan B. Wiener, “Learning to Manage the Multirisk World”, Special Anniversary Issue: *Risk Analysis* at 40: Progress and Promise, November 2020, Pages 2137-2143. <https://onlinelibrary.wiley.com/doi/full/10.1111/risa.13629>
- Judy Lawrence, Paula Blackett, Nicholas A. Cradock-Henry, “Cascading climate change

impacts and implications”, *Climate Risk Management*, Volume 29, 2020.
<https://doi.org/10.1016/j.crm.2020.100234>

10/24 Class 8: Carbon Markets and Article 6

Guiding Questions

- Do we need international carbon markets?
- What is Article 6 and why is it proving difficult to implement?
- What is the status and future of the voluntary carbon market??
- Which is more true: the VCM an effective climate response mechanism or the VCM is mostly ‘hot air’?

Readings

- World Bank (2022), What You Need to Know About Article 6 of the Paris Agreement. <https://www.worldbank.org/en/news/feature/2022/05/17/what-you-need-to-know-about-article-6-of-the-paris-agreement#:~:text=Under%20Article%206%2C%20emission%20reductions,emission%20reductions%20are%20not%20overestimated>
- Ed Ballard (2021), “COP26 Perspectives: Carbon-Market Expert Kelley Kizzier on Article 6”, *WSJ Sustainable Business*. <https://www.wsj.com/articles/cop26-perspectives-carbon-market-expert-kelley-kizzier-on-article-6-11632996001>
- UNFCCC, “What are market and non-market mechanisms,” UNFCCC (n.d.), <https://unfccc.int/topics/what-are-market-and-non-market-mechanisms>
- Robert N. Stavins (2022), “The Relative Merits of Carbon Pricing Instruments: Taxes versus Trading”, *Review of Environmental Economics and Policy*, volume 16, number 1, winter 2022. https://scholar.harvard.edu/files/stavins/files/relative_merits_final_published_article.pdf
- South Pole (2023), *The Voluntary Carbon Market | 2022–2023*. <https://www.southpole.com/publications/the-voluntary-carbon-market-report-2022-2023>
- Patrick Greenfield (2023), “Revealed: more than 90% of rainforest carbon offsets by biggest certifier are worthless, analysis shows”, *The Guardian*, January 18. <https://www.theguardian.com/environment/2023/jan/18/revealed-forest-carbon-offsets-biggest-provider-worthless-verra-aoe>
- S&P Global (2023), “COP28: Lack of progress on Article 6 likely to further limit carbon market growth”, at: <https://www.spglobal.com/commodityinsights/en/market-insights/latest-news/oil/121323-cop28-lack-of-progress-on-article-6-likely-to-further-limit-carbon-market-growth>

10/31 Class 9: Model Negotiations

11/7 Class 10: Model Negotiations

11/14 Class 11: COP 29 Week 1 (No Class)

- Delegation Blog 1: November 11
- Delegation Blog 2: November 15

11/21 Class 12: COP 29 Week 2 (No Class)

- Delegation Blog 2: November 17
- Delegation Blog 2: November 20
- All Blog 3: November 25

11/28 Class 13: No Class, Thanksgiving Break

12/5: Student Presentations and Reflection