

ENVS 144/Politics 179:
Global Climate Change Politics
Online Course

Instructor: Prof. Sikina Jinnah

Email: sjinnah@ucsc.edu

Office hours: Mondays 3-4pm (sign up on Zoom)

Required Sections: Either Thursday 9-10am OR 4-5pm

Weekly Assignments due each Wednesday by 11:59pm

Syllabus QUIZ #1 DUE by 9am on Thursday October 1st

Course Description: Although the science surrounding climate change is becoming increasingly clear, the ethical, social and political discussions surrounding how to address it remain as contested as ever. While the industrialized world has been historically responsible for causing the problem over the last 150 years, scientific evidence suggests that we cannot avoid the dangerous effects of climate change without reducing greenhouse gas (GHG) emissions from both developed and some rapidly growing developing countries (e.g. India and China). This fundamental inequity is what underlies most political debates on climate change in international relations. Undergirding all of these debates are questions of equity and justice.

This course unpacks the equity and justice dimensions of the climate crisis. Although we will focus on global politics, we will also spend several weeks delving into conceptual tools that can be applied in analyzing climate politics from the local to the global level, such as environmental justice, intersectionality, and race. We will start the course by laying a foundation in the core scientific evidence of anthropogenic climate change, its primary impacts, and by explaining why climate change is fundamentally an issue of justice. After taking a short detour to discuss climate policies of the 2020 US Presidential candidates in early November, we will then navigate contested political terrain that produced to what many have referred to as the “historic” 2015 Paris Agreement on climate change, adopted by the 21st Conference of the Parties (COP21) to the United Nations Framework Convention on Climate Change (UNFCCC). We will deconstruct many of the tough questions of climate justice that governments continue to debate on the global stage, including: should developing countries be required to reduce their GHG emissions; if so, what mechanisms are available for doing so, who should pay for it, and should all developing countries be treated equally; and if not, what are the alternative problem solving tools and what would those entail from the developed world? We will then explore how concepts of race and intersectionality inform climate politics, the ethics of emerging technologies in addressing climate change, and the links between COVID-19 and climate politics.

No prior experience with climate politics is required, however students with an interest in international relations, environmental justice, international law, global environmental policy, and/or sustainable development will benefit most from this course. While we will briefly review the major biological/ecological impacts of climate change, we will not go into much detail on climate change science. If you want more detail on climate change science please see the optional videos I have linked to on the syllabus under Week 1.

Effort: This is a 5 unit course. You will spend about 15 hours each week, roughly equally divided between: watching lectures/videos, reading course texts, completing quizzes, and/or working on projects individually or with your classmates.

Online Structure: The course is divided between asynchronous activities that you will complete on your own schedule and synchronous sessions that will take place at a set time. Each week 2-3 hours of lectures and/or other video content will be available online via Canvas. Students will be expected to watch these materials at a time that is convenient for them, but keep in mind that assignments related to those materials are **due weekly at 11:59pm Wednesday**.

Sections and Group Work: Although the majority of the course will be conducted asynchronously, each week we also have a required 1 hour synchronous section. During these sections, we will discuss the readings, work on group projects, and engage in active learning activities. Be sure to prepare for your section by reading the “Section plan” noted on the syllabus each week. Giving some thought to the listed discussion questions ahead of time will help you to engage more thoughtfully and actively in your section (see participation grade below).

Sections will be held via Zoom on Thursdays either 9-10am or 4-5pm. You must attend the same section for the duration of the course. You must login to your section via the Zoom link within Canvas.

Using Canvas: We will use Canvas to run all aspects of this course. Each week you should check the weekly “Module” on Canvas, which will provide links to all of the lectures and other videos that you should complete before your section time each week. This is also where you will find links to complete and/or turn in all assessment activities, such as position papers, and quizzes. Please look at this closely each week to ensure you don’t miss anything and mark the assignment as complete once you are done.

Sometimes we will be watching live recordings of webinars or lectures. For these live recordings there are sometimes technical difficulties and glitches in the recording. Please just ignore these glitches and focus on the content. The Q&A at the end of these recordings is always optional. Please do watch the core content and the Q&A only if your interest is piqued.

If you will be accessing Canvas on your phone, please be sure to download the Canvas mobile app.

Using Zoom: Our weekly sections will be in our course Zoom room. Please link to the Zoom room through Canvas by clicking on the “Zoom” link and finding the right meeting date. Please be sure you have a stable internet connection and headphones, ideally with a built in microphone, to use for the Thursday Zoom sessions. This will help greatly with our ability to hear each other clearly.

If you need more guidance on how to use Zoom, please see <https://its.ucsc.edu/zoom/index.html>

Office Hours: You may sign up for office hours via the Canvas calendar. The Zoom link for office hours can be found on the calendar when you sign up.

Learning Outcomes: The ENVS major and combined majors have a set of Program Learning Outcomes (PLOs) that we hope each class will contribute to achieving. Here are those PLOs. This course will specifically strengthen your ability to achieve PLO #1 and #4.

Students graduating with a B.A. in Environmental Studies should be able to:

1. Identify the societal (social, political, economic, cultural and ethical) agents and structures that contribute to environmental change. (social science competency)
2. Describe the structure and functioning of major physical and ecological components of the earth's systems. (natural science competency)
3. Access and analyze a complex literature addressing specific topics in environmental studies, and evaluate the usefulness and limitations of individual sources of information. (analytic thinking)
4. Demonstrate effective oral and written communication skills. (communication skills)

In addition to programmatic learning outcomes, there are course-specific learning outcomes. If you do the readings carefully, come to class prepared to discuss them, and take your assignments seriously, by the end of the quarter you will be able to:

1. Describe the architecture of global-level climate policy within the UNFCCC;
2. Explain the justice implications of climate change and the host of proposed solutions to it;
3. Explain the political dynamics and diverse interests that make climate change such a difficult problem to solve politically;
4. Explain the climate policies and interests in one country, and explain how those policies and interests compare to what is going on in other countries; and
5. Explain the political trade-offs involved in using emerging technologies to address climate change.

Academic Integrity: Students are expected to adhere to the UCSC policy on academic integrity: http://www.ucsc.edu/academics/academic_integrity/. Unless otherwise stated in writing, all assignments should be written individually and be original works for this class. All academic integrity violations (e.g. plagiarism, cheating, multiple submissions, facilitating dishonesty) will be reported if encountered.

Accessibility and Disabilities: UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me by email, preferably within the first two weeks of the quarter. I

would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu

Other Support Services: Other support services on campus that you should be aware of include:

Campus Resources, Advocacy and Education: <https://care.ucsc.edu/who-we-are/about-care.html>

Title IX Office: <https://titleix.ucsc.edu/resources/syllabi-disclosure-statement.html>

Late Policy: You are strongly urged to hand in work on time as indicated on the syllabus. Unless otherwise indicated, late assignments will incur the following penalties: a 1/3 grade drop per day (i.e. an A becomes an A- starting immediately after the due date/time). Assignments more than 3 days late will not receive any credit. If you have extenuating circumstances, please see me in office hours to discuss ASAP.

Academic Integrity: All students are expected to abide by the University's academic integrity policy:

https://www.ue.ucsc.edu/academic_misconduct

Assignments and Grading:

Grading will be based on the following:

Quizzes – 20%

Model UN Simulation – 20%

Climate Engineering Debate – 20%

Participation in Weekly Sections - 20%

Final Exam (take home) – 20%

97-100 – A(+)	87-89 – B+	77-79 – C+	67-69 – D+	<60 - F
94-97 – A	84-86 – B	74-78 – C	64-68 - D	
90 -93 – A-	80-83 – B-	70-73 – C-	60-63 – D-	

UNFCCC Simulation (20%)

During Weeks 3-7 we will engage in a United Nations Framework Convention on Climate Change (UNFCCC) simulation. During this simulation, students will work in small groups to research their assigned country's position related to *climate-related displacement and the treatment of climate change refugees*. Students will be assigned to countries at random. Countries will be chosen based on which countries are likely to be important players in the topic under discussion. Most group work can be completed in section but you will likely need to divide some tasks among group members for completion outside of section as well.

The outputs of the assignment will be (100 points total):

1. Issue Background Paper (25 points, one per group)
2. Position Paper (25 points, one per group)
3. Presentation of Recommendations (15 points, individual grades)
4. Presentation of Forward Strategy (25 points, individual grades)
5. Self and group assessment (10 points, individual grades)

See full instructions for this assignment on Canvas under Files → Assignments

Climate Engineering Debate (20%)

Building on course reading materials, lectures, and additional research, students will work in small groups to debate the merits and drawbacks of climate engineering. Each group will be given a position to defend. They will work together to identify the core issues, develop a central thesis, and identify key arguments to argue either for or against (or somewhere in between) the development, deployment and governance of this emerging technology. Groups will present their thesis and arguments in section during Weeks 8 and 10. We will hold the structured debate in section during Week 11.

Detailed instructions for the debate prep and debate can be found on Canvas under Files → Assignments.

Grades will be based on:

Thesis (40 points, one per group)

Rebuttal (40 points, one per group)

Participation in Debate (20 points, individual grades)

Participation in prep sections will count towards your section participation grade (see below).

Participation in Weekly Sections (20%)

During sections, we will discuss the materials assigned for that week.. This will be largely focused on the readings but will sometimes cover lecture/video material. We will also use section time for group work on the UNFCCC simulation and Climate Engineering Debate. Everyone has this time slot reserved so there should be no conflicts. Please treat this as required class time.

Grades in section will be based on:

Attendance (50 points)

Engagement (50 points)

Attendance will be taken at each section. 5 attendance points will be deducted for each unexcused absence.

Engagement will be evaluated based on your participation in the weekly activities. There are several ways to demonstrate active engagement, including: participation in weekly reading discussions, demonstrating that you have done the readings and thought about the discussion prompts in advance of class, showing up on time, coming with thoughtful questions to prompt discussion, engaging without dominating the discussion, and helping others in small group assignments. You can check in with me during office hours to discuss your engagement at any time.

Final Exam (take home) (20%)

The final exam for this course will be a series of short answer questions that relate to the various topics covered throughout the quarter. The questions will ask students to draw from the readings, lecture, and relevant personal experiences. There will be several additional required readings associated with the prompt. We will discuss the drafts, and the final draft will be due at the date/time of our assigned final exam. The prompt will be available on Canvas on Thursday, Thursday, December 10th after class and will be due to Canvas on **Monday, December 14th at 11:59pm.**

Required Readings: All required readings for class are freely available on Canvas or online as indicated on the syllabus.

Weekly Topics:

Week 1 (September 28-October 2): Introduction and Orientation

Lecture/Videos:

- 1.0 Introduction to Course and Syllabus (20min) (Prof. Jinnah)

Readings:

- 1. Syllabus
- 2. Review “Orientation” Materials on Canvas

*Assignments due to Canvas by **9am on Thursday October 1st:***

- 1.1 Syllabus Quiz

Section Plan: This week in section I will ask you each to introduce yourselves, including any experience with climate change issues and what you hope to get out of this class. I will also take any questions about the syllabus, assignments and structure of the course and explain how we will be running sections for the duration of the quarter.

Week 2 (October 5-9): Climate Change Basics: Institutions, Indicators and Impacts

Lecture/Videos:

- 2.1 Climate Change Indicators and Impacts (20 min) (Prof. Jinnah)
- 2.2 Climate Impacts - Global Weirding (9min)(Prof. Katharine Hayhoe)
- 2.3 A Climate Change Solution that's Right under our Feet (11min)(Prof. Asmeret Asefaw Berhe, UC Merced)
- 2.4 Climate Change in Africa (30min)(CTGN Africa)
- 2.5 The Intergovernmental Panel on Climate Change (Prof. Jinnah)
- 2.6 How Climate Change Impacts the US: Exploring the National Climate Assessment and IPCC Reports (~26min) (Dr. Katharine Hayhoe, Texas Tech University, and Dr. Brenda Ekwurzel, Union of Concerned Scientist) (Watch minutes 22-29 AND 48-68min, the rest is optional)

OPTIONAL:

Just for Fun (no quiz, content warning: some swearing):

- Burn Notice, The Daily Show (11min)(John Stewart)

More options if you want more climate science background:

- Professor David Archer at University of Chicago makes all of his climate science lectures available online. You can find them here: <http://forecast.uchicago.edu/lectures.html>
- Climate Science continued (Interview with Prof. Rebecca Barnes, Colorado College)

Readings:

1. Gillis. 2017. Climate Change Is Complex. We've Got Answers to Your Questions. (A New York Times Interactive).
 - <https://www.nytimes.com/interactive/2017/climate/what-is-climate-change.html>
2. Explore NASA's website on climate change evidence
 - <http://climate.nasa.gov/evidence/>
3. IPCC. (2018). Global Warming of 1.5 °C: Summary for Policymakers. Intergovernmental Panel on Climate Change. Geneva, Switzerland.
4. Masters, J. 2020. One of Earth's three warmest July months on record Yale Climate Connections.
5. US Global Change Research Program. 2018. 4th National Climate Assessment. Summary of Findings. US Global Change Research Program. pp1-9
6. Ahmed, Amal. 2018. "For Some Poor Countries, Climate Science Comes to Late" The Atlantic. October 15, 2018.

Assignments due to Canvas by 11:59pm Wednesday:

1. Quizzes #1-6

Section Plan: Please come prepared ready to answer and discuss the following questions:

- How do we know climate change is anthropogenically driven? Explain two pieces of scientific evidence to support this fact.
- Why does Amal Ahmed argue that climate science comes too late for poor countries?

Week 3 (October 12-15): Climate Justice: Local to Global

Lectures/Videos:

- 3.1 What is Climate Justice? (Interview with Prof. Prakash Kashwan, University of Conn.)
- 3.2 Climate Change is a Social Justice Issue (14min) (Adriana Laurent, TEDx)
- 3.3 Greta Thunberg's Statement at COP18 (4min) (Greta Thunberg, UNFCCC)
- 3.4 Kiribati: a drowning paradise in the South Pacific (43 min) (DW Documentaries)

OPTIONAL:

Climate Justice in Black and Brown Communities (80min) (Climate Justice Alliance)

Readings:

1. Kashwan, Prakash. 2020. *Climate Justice: An Introduction*. A Pedagogical Note. University of Connecticut
2. Haque. 2019. (How) Climate Change is a Hangover of Colonialism, Exploitation, and Slavery. Eudaimonia and Co. Accessed 23 August 2019.
3. Schlosberg, David, and Lisette B. Collins. 2014. "From Environmental to Climate Justice: Climate Change and the Discourse of Environmental Justice." *Wiley Interdisciplinary Reviews: Climate Change* 5(3): 359–74.
4. Pellow forthcoming 2021 Environmental Politics
5. Su, Y. (2020) UN Ruling on Climate Refugees Could be Gamechanger for Climate Action. *The Conversation*. 28 January 2020.
6. Read the Instructions on Canvas for the UNFCCC simulation before coming to your section this week.

Assignments due to Canvas by 11:59pm Wednesday:

1. Quizzes #1-4

Section Plan:

- UNFCCC simulation groups assigned and discussion of assignment in section. Begin coordination for group work in advance of next week's section.
- Discussion of the following questions:
 - Why is climate change a justice issue?
 - Why are communities of color more heavily impacted by climate change? What should we do about it?
 - What are the international dimensions of climate justice?

Week 4 (October 19-23) International Climate Politics: UNFCCC, Kyoto Protocol, and Paris Agreement

Lecture/Videos:

- 4.1 A History of International Climate Change Law: UNFCCC and Kyoto Protocol ([Prof. Jinnah](#))
- 4.2 The Paris Agreement ([Prof. Jinnah](#))
- 4.3 An Insider's Look at the Paris Agreement (54min) (Sue Biniaz, U of Chicago)
- 4.4 What US withdrawal from the Paris Agreement means for climate change (6min)(Todd Stern, PBS News Hour)
- 4.5 Adaptation Fund: Pioneering Effective Action on the Ground (12min)(Adaptation Fund)

Readings:

1. Explore the UNFCCC website, available at: www.unfccc.int
2. Explore Climate Action Tracker at <https://climateactiontracker.org/> (Look at country profiles to see what individual countries are doing)
3. Dagnet, Y. et al. 2019. COP25: What we needed, what we got, what's next. World Resources Institute. Blogpost 23 December 2019.
4. Mulvaney, K. 2019. Climate Change Report Card: These countries are reaching targets. *National Geographic Environment*.
5. Mace, M.J. and Verheyden, R. 2016. Loss, Damage and Responsibility after COP21: All Options Open for the Paris Agreement. *Review of European Community & International Environmental Law*. 25(2): 197- 214

Assignments due to Canvas by 11:59pm Wednesday:

1. Quizzes #1-5

Section Plan:

- Discussion of the following questions:
 - What are two key differences between the Paris Agreement and the Kyoto Protocol?
 - On the Climate Action Tracker (CAT) website, choose 2 countries (not discussed in Mulvaney 2019 reading) and summarize what they pledged to do to implement the Paris Agreement. How does CAT rank their efforts?
- UNFCCC Simulation - Group work on Issue Background Papers

Week 5 (October 26-29) – US Presidential Candidates and Climate Change

Lectures/Videos:

- 5.1 US Climate Change Law (11 min)(Doug Bushey)
- 5.2 Joe Biden's Plan for Clean Energy Revolution and Environmental Justice (6min)(Joe Biden)
- 5.3 EPA Finalizes Trump's Affordable Clean Energy Rule (first 22min ONLY) (US Environmental Protection Agency)
- 5.4 President Trump Makes Statement Regarding Paris Accord (33min) (Donald Trump)
- 5.5 Democratic Presidential Candidate Debate (15min) (CNBC)

Readings:

1. Read Joe Biden's website on climate (it's detailed, allow some time for this)
 - <https://joebiden.com/climate/>

2. President Trump's Executive Order 13873 - Promoting Energy Independence and Economic Growth. 28 March 2017
3. Jordan, Rob. (2019) Goodbye Clean Power Plan: Stanford Researchers Discuss the New Energy Rule. *Stanford News*. 21 June 2019. Accessed 20 July 2020.
4. Hollis, A. (2019). State and Federal Action on Environmental Justice: A year of milestones. *Union of Concerned Scientist Blog*. 16 December 2019.
5. Choose a news article to read about what Kamala Harris brings on climate policy. There's a lot to choose from freely available online.

Assignments due to Canvas by 11:59pm Wednesday:

1. Quizzes #1-5
2. Issue Background Paper (one per group)

Section Plan:

- Discussion of the following:
 - How important should climate change be in electing a President?
 - What does Kamala Harris do for Biden on climate change?
- UNFCCC simulation - work in groups on Position Paper

Week 6 (November 2-6): Equity and Responsibility in the UNFCCC

Lectures/ Videos:

- 6.1 Climate Justice in the UNFCCC: Common but Differentiated Responsibilities (10min)
(Prof. Jinnah)
- 6.2 The Climate Game and the World's Poor (IIED, 40 min)
- 6.3 Climate Refugees (83 min)(YouTube documentary, available on Canvas)
- 6.4 The common but different responsibilities of states to accept climate refugees (17min)
(Robyn Eckserly)

Readings:

1. Civil Society Review. 2019. US and EU owe more than half the cost of repairing future damage caused by climate disasters. Press Release. 25 November 2019.
2. Okereke, Chukwumerije and Philip Coventry. 2016. "Climate justice and the international regime: before, during, and after Paris" *WIREs Clim Change*. 7:834–851.
3. Agarwal, Anil and Sunita Narain. 2015. "Environmental Colonialism: The Perverse Politics of Climate Change." Except reproduced in *Global Environmental Politics: From Person to*

Planet. Simon Nicholson and Paul Wapner (eds.) Boulder, London: Paradigm Publishers.
Pages 233-237.

Assignments due to Canvas by 11:59pm Wednesday:

1. Vote!
2. Quizzes #1-4
3. Position Papers due to Canvas (one per group)
4. Prepare to present your group's position and recommendations in section (5 min per group plus 5 slides max)

Section Plan:

- UNFCCC simulation - Group presentations of Positions and Recommendations (5 min per group plus 5 slides)
- Discussion of the following questions (time permitting):
 - Should countries with different levels of development be treated differently under the UNFCCC? Why or why not and if yes, how?
 - What are your initial thoughts about the responsibilities of rich countries to accommodate climate refugees?

Week 7 (November 9-13): Indigenous Voices in Climate Politics

Lectures/Videos:

- 7.1 Climate Change, Indigenous Activism and the Fight for Justice (24min) (Xiuhtezcatl Martinez and Vandana Shiva, AlJazeera)
- 7.2 Human Trauma and Climate Trauma As One (16min) (Sheila Watt-Cloutier, TEDx)
- 7.3 Indigenous Energy Justice and the Climate Crisis (59min) (Dr. Kyle Powers Whyte, University of Michigan)

OPTIONAL:

- Indigenous knowledge meets science to solve climate change (13min)(Hindou Oumarou Ibrahim, TEDx)

Readings:

1. Claeys, Priscilla and Deborah Delgado Pugley. 2017. "Peasant and indigenous transnational social movements engaging with climate justice." *Canadian Journal of Development Studies* 38(3): 325-340.
2. Whyte, Kyle Powers. 2015. The Ethics of Traditional Knowledge Exchange in Climate Initiatives" *Earthzine*. 15 June 2015.

Assignments:

1. Quizzes 1-3
2. Prepare for Forward Strategy Presentations for Section (5 min per group, 5 slides max)

Section Plan:

- UNFCCC Simulation - Group presentations of Forward Strategy
- Discussion of the following question (time permitting):
 - Why is it important to include indigenous voices in thinking about climate change responses?

Week 8 (November 16-20): Can Technology Save Us?: Introduction to Climate Engineering

Lectures/Videos:

- 8.1 Introduction to Geoengineering (25 min) (Prof. Jinnah)
- 8.2 Emerging Science of Solar Geoengineering (Shuchi Talati, Union of Concerned Scientists)
- 8.3 A new Tool to Address Climate Change (7min)(Harvard Forum on US Solar Geoengineering Research)
- 8.4 Assessment Carbon Dioxide Removal (25 min)(Katharine Mach, University of Miami and Janos Pasztor, C2G)(ONLY Dr. Mach and Mr. Pazstor's talks are required, the first 25 minutes of the webinar, the rest is OPTIONAL)

Readings:

1. Jinnah, Sikina, Simon Nicholson, David Morrow, Zachary Dove, Paul Wapner, Walter Valdivia, Leslie Paul Thiele, Catriona McKinnon, Andrew Light, Myanna Lahsen, Prakash Kashwan, Aarti Gupta, Alexander Gillespie, Richard Falk, Ken Conca, Dan Chong, Netra Chhetri. (2019) "Governing Climate Engineering: A Proposal for Immediate Governance of Solar Radiation Management." *Sustainability*. 11(14): 3954

2. Nelson, Arthur. 24 March 2017. "US Scientists Launch World's Biggest Geoengineering Study" *The Guardian*.
3. Explore the Institute for Carbon Removal's website and choose 4 of the 6 "Fact Sheets" (on different carbon removal technologies) to read. Available here:
<https://www.american.edu/sis/centers/carbon-removal/research.cfm>
4. Read the Debate Instructions available on Canvas

Assignments:

1. Quizzes #1-4

Section Plan:

- Debate prep. Students will work together in small groups over the next 2 weeks on the climate engineering debate. This week and Week 10 you will prepare. During the final week of class (Week 11) we will run the debate. (See Canvas for full assignment instructions)
- Discussion of the following questions:
 - *What are the potential benefits and risks of using climate engineering as a solution to climate change?*
 - *Who should have a voice in making those decisions?*

Week 9 (November 23-27) – Climate and Race in the US

Thanksgiving Thursday, November 26th - No section this week

Lectures/Videos:

- 9.1. Race and Environmental Movement: Histories and Legacies (25min) (Sarika Tandon) (First 25 minutes are required, the rest is OPTIONAL)
- 9.2 Racial Diversity in the U.S. Climate Movement (42min) (Clara Fang) (First 42 minutes are required, the rest is OPTIONAL)
- 9.3 Racism and Climate Change are About You (17min) (Atyia Martin, TEDx)

Readings:

1. Thompson, Claire. 2020. Why Racial Justice is Climate Justice. *Grist*. 4 June 2020.
2. Sengupta, Somini. 2020. Black Environmentalists talk about Climate and Anti-racism. *New York Times*. 3 June 2020.
3. Johnson, Ayana Elizabeth. 2020. I'm a black climate expert. Why racism derails our efforts to save the planet. *Washington Post*. 3 June 2020.

4. Lewis, Shireen K. (2016) An Interview with Dr. Robert D. Bullard, *The Black Scholar*, 46:3, 4-11.
5. White-Newsome, Jalone Lynay. (2016) A Policy Approach Toward Climate Justice, *The Black Scholar*, 46:3, 12-26
6. Choose more news articles published since June 2020 that address the intersection between race and climate change in the US.

Assignments:

1. Quizzes #1-3
2. Post of response to the following in the discussion board on Canvas (this will count towards your participation grade):
 - Drawing on the readings and this week's lecture material explain how race and climate change connected.

Section Plan: Happy thanksgiving. No section this week. Keep working on debate prep.

Week 10 (November 30- December 4): Climate Engineering Continued

Lectures/Videos:

- 10.1 Climate Engineering in the Wake of Paris (1 hour 43min, Q&A optional)
- 10.2 The Case for and Against Climate Engineering (1 hour 40min) (Prof. David Keith, Harvard University and Prof. Mike Hulme, Cambridge)

Readings:

1. McKinnon, Catriona. 2018. "Time is Running out on Climate Change but Geoengineering has Dangers of its Own" *The Conversation*.
2. Bellamy, Rob and Matthew Watson. "Should we be engineering the Climate: A social scientist and a natural scientist discuss" *The Conversation*.
3. Asayama, Shinichiro & Mike Hulme (2019) Engineering climate debt: temperature overshoot and peak-shaving as risky subprime mortgage lending, *Climate Policy*, 19:8, 937-946

Assignments:

1. Quizzes #1-2

Section Plan:

- Debate Prep in small groups continued

Week 11 (December 6-11) COVID-19 and Climate Change

- 11.1. COVID-19 Climate Justice and Communities of Color (58min)(GRIST webinar)
- 11.2. Climate Change and Health Robert Bullard with Al Gore (11min)
- 11.3. Identify 1-2 more recent videos online that address this topic and come to section this week prepared to discuss what you learned.

Readings:

1. Bullard et al. 2020 Environmental Justice Roundtable on COVID 19 *Environmental Justice*
2. Plumber and Popovich (2020). Emissions Are Surging Back as Countries and States Reopen - *The New York Times*
3. Dagnet, Y., Cogswell, N. and Jemima Mendoza, M. (2020). 4 Ways to Strengthen Climate Action in the Wake of COVID-19. *World Resources Institute Blog*.
4. Kunreuther, Howard and Paul Slovic. 2020. What the Coronavirus Curve Teaches Us About Climate Change. *Politico*.
5. Markard, J. & Rosenbloom, D. (2020) A tale of two crises: COVID-19 and climate, *Sustainability: Science, Practice and Policy*, 16:1, 53-60
6. Instructions and Challenge Readings required for your final exam - See detailed instructions on Canvas

Assignments:

1. Quizzes #1-2
2. Debate Thesis and Rebuttal (one per group)
3. Please post a response to the following in the discussion forum (this will count towards your participation grade):
 - How did the COVID crisis impact your life? What aspects of that were relevant to climate change? How did the COVID-19 shape our ability to think about what is possible to address climate change? Has anything changed? (no length restrictions)

Section plan:

- Debate!

Take home final exam due to Canvas **Monday, December 14th at 11:59pm.**