INTD 497
Climate Change and the Future of Development: The Next 100 Years
Fall 2018

Class time: Wednesdays, 8:35-11:25
Class Location: 688 Sherbrooke, Room 495
Instructor: Blair Peruniak
Office Location: Room 224, Peterson Hall, McTavish Street
Office Hours: Wednesdays, 1-2pm
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Course Description

Global climate change is one of the defining challenges of the 21st century. The ongoing and anticipated effects of climate change not only pose a challenge to many current development practices, they have also led to calls for a new development paradigm. How can the study of international development help us to understand and respond to pressing issues such as sea level rise, superstorms, rapid urban growth, marine pollution, mass extinction, altered wildfire regimes, and resource scarcity? How can climate science and earth system processes serve as a basis for informing and creating sound development policies now and for future generations? What reasons do we have for being optimistic that we can meet radical development goals? In this course students will (i) identify the major technical, political, and psychological challenges posed by climate change over the next 100 years, (ii) critically reflect on the role and obligations of the Global North in planning for and responding to future climate scenarios, and (iii) design and evaluate new proposals for counteracting and adapting to rapid rates of anthropogenic environmental change. Throughout the course students will also seek to address the moral and emotional challenges inherent to long-term development planning during times of deep uncertainty and social upheaval.

Course Structure and Methods

Part I: The Climate Change/Development Nexus
Part II: Responses from the Global North
Part III: Implementing Solutions

Teaching Methods

- Short lectures
- Audio-visual materials
- Student-led discussions/debates
- Substantial historical and theoretical readings
- Independent and collaborative research
- Student presentations
**Course Objectives.** By the end of this course students should be able to:

- Engage in contemporary debates about the significance of climate change to international development.
- Think critically about the role of evidence, prediction, and consensus in climate science and Earth system processes as a basis of future development policy.
- Demonstrate an awareness of the uses and abuses of climate science in the media and in development politics.
- Explain the recent historic and ongoing role of the Global North in mitigating and adapting to large-scale anthropogenic change.
- Design and defend original proposals to identify and meet the development challenges of the Twenty-first century and beyond from an interdisciplinary perspective through written and oral arguments.
- Evaluate new proposals for mitigating and adapting to anthropogenic change.

**Assignments/Grading:**

A. Participation 15%
B. Seminar Critique 10%
C. Development Intervention Paper 20%
D. Intervention Presentation/Discussion 20%
E. Final Research Paper + Proposal (5%) 35%

**Important Dates:**

- September 05  Course Begins
- October 12  Development Intervention Papers Due
- October 24  Proposals for Final Research Paper Due
- October 31  Presentations Begin
- November 28  Final class, Final Research Papers Due

**Assignments**

**A. Participation and Attendance (15%):** Regular attendance, demonstrated familiarity with the course readings, and quality of in-class contributions. Students are expected to take a position on arguments or issues presented in the readings and to actively encourage participation of others in class. The ability to discuss readings critically and to draw on supplementary material will reflect favourably on final participation grades.

**B. Seminar Critique (10%):** Beginning in Week 2, each student will be responsible for leading a class discussion for 30min based on one of the weekly readings (either required or supplementary). Students will summarize the main argument(s), findings, or key points from the article or chapter, offer a critical assessment of the reading, and pose questions (10 min) designed to engage class discussion (20 min). Students will submit 1-2 pages (max.) to assist in grading.
C. Development Intervention Paper (20%): A short paper (1500-2000 words, excluding footnotes and bibliography) explaining the rationale for a climate adaptation/mitigation development strategy—a development intervention—that anticipates the effects of climate change on a particular location (to be selected by the student) sometime over the next one hundred years. Students must reference scientific data that supports the plausibility of their hypothetical scenario as well as one moral or political obstacle faced by the proposed intervention. The paper must be written in a case-study format outlining the hypothetical scenario, the specific anticipated effects, scientific support, the intervention strategy, and potential moral or political objections, to be formally outlined in class.

D. Presentation of Intervention Paper (20%): Beginning in Week 9, students will give a short 20-25 min presentation based on their revised Development Intervention papers. All papers will be read aloud (10-15min), followed by a brief 10min Q&A. Printed copies of the revised Intervention papers will be submitted to the instructor at the end of the class in which the presentation is delivered.

E. Final Research Paper and Proposal (35%): A research paper (3000-4000 words, excluding footnotes and bibliography) that addresses an issue broadly related to climate change and development. Students who wish to critically evaluate an existing development climate mitigation or adaptation strategy or development project proposal must select a work published in the last 5 years (Sources from earlier dates may be used to inform your research and critical evaluations).

*A research proposal (brief topic description and tentative bibliography) worth 5% is due on October 24 in class.*
GRADING CRITERIA

Seminar Critique

5 Points
- Preparation and timing
- Quality of in class summary
- Development and communication of a key point or argument
- Facilitation of class discussion

5 Points
- Quality of written assessment (Hint: be concise).
- Quality of questions
- Originality and insight
- Identification of potential opposing views, arguments, or counterexamples

Intervention Presentations

10 points
- Preparation, delivery, and timing (Hint: practice reading aloud)
- Development and communication of a key point or argument
- Ability to engage with class during discussion
- Quality of responses to instructor’s questions

10 points
- Improvements to the paper based on edits and incorporation of instructor’s feedback on original discussion paper (C.)
- Quality and use of relevant sources
- Judicious use of quotes

Intervention & Research Papers

10 points: Clarity and Style
- Clear thesis and procedural statements
- The thesis identified in the paper is the thesis argued for in the paper
- The paper follows the structure identified in the procedural statement
- Grammar/spelling/references/bibliography/page numbers/etc.

10 points: Argumentation and Analysis
- Understanding, application, and critical analysis of relevant theories and literature
- Claims supported by evidence and logical argumentation
- Quality of examples (hint: use sparingly)

10 points: Quality and Significance of Argument
- Originality and insight
- Identification of opposing views and arguments
- Charitable assessment(s) of opposing views/arguments
- Willingness to consider and respond to the strongest opposing arguments
- Quality of conclusions and/or recommendations
POLICIES

Late Policy: Written work is due at the start of class unless otherwise noted (please see due dates and instructions for written assignments). Late papers will be subject to a 5% penalty per day, starting with the due date (except in special cases, with the instructor’s prior agreement). No extensions are to be granted on the day an assignment is due (medical or family emergencies excepted).

Absences: Each student is permitted a single unexcused absence, except where . Additional unexcused absences will lower the class participation grade by 2 points. Excused absences require advance approval accompanied by a letter of explanation. Students are responsible for all work missed.

Formatting: All assignments are to be written in 12-point font, double-spaced text with standard margins. Please use single spacing for block quotations, footnotes, appendices and bibliographies. References and citations must follow a standard academic format. In-text citations are preferred.

Academic Integrity (Plagiarism): McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

Special Needs: If you have a disability, please contact the instructor to arrange a time to discuss your situation. You may also wish to contact McGill’s Office for Students with disabilities < https://www.mcgill.ca/osd/>.

Language: In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Counselling Services: <https://www.mcgill.ca/counselling/>

Downtown Campus Brown Student Services Building, 3600 McTavish St., Montreal, Quebec, H3A 0G3, Suite 4200, Tel.: 514-398-3601. Fax: 514-398-8149

E-mail: counselling.service@mcgill.ca Office Hours: Monday-Friday, 9:00am - 4:00pm.
*WEEKY COURSE SCHEDULE*

PART ONE: THE CLIMATE CHANGE/DEVELOPMENT NEXUS

WEEK 1 – 05 September 2018: Course Introduction

WEEK 2 – 12 September 2018: Development as Disposition

Required Reading


Supplementary Readings


WEEK 3 – 19 September 2018: Climate Change: A Development Problem?

Required Reading


Supplementary Readings


WEEK 4 – 26 September 2018: Judgement and Expertise

Required Reading


Supplementary Readings


PART II. RESPONSES FROM THE GLOBAL NORTH

WEEK 5 – 3 October 2018: Climate Economics

Required Reading


Supplementary Readings


WEEK 6 – 10 October 2018: Climate Change and Just Development

Required Reading


Supplementary Readings


WEEK 7 – 17 October 2018: Energy Futures

Required Reading


Supplementary Readings


PART III: IMPLEMENTING SOLUTIONS

WEEK 8 – 24 October 2018: Grand Strategies I: Adaptation and Mitigation

Required Reading


Supplementary Readings


WEEK 9 – 31 October 2018: Grand Strategies II: Geoengineering
*Presentations Begin.

Required Reading


WEEK 10 – 07 November 2018: Climate Change and Urban Development

Required Reading


WEEK 11 – 14 November 2018: Climate, Poverty, and Vulnerability
Required Reading


WEEK 12 – 21 November 2018: *The Future of Development*

Required Reading


WEEK 13 – 28 November 2018:

*Final Research Papers Due

No Required Readings