Course Description

Climate change is one of the defining issues of the 21st Century and a serious challenge to current and future development practices. 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 world leaders 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. 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?

Course Structure and Methods

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

Teaching Methods

- Brief 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:**

January 11 Course Introduction
February 22 Development Intervention Papers Due.
March 08 No class. *Proposals due for Final Research Paper
March 15 Presentations Begin
April 12* 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 02 (Jan. 18), each student will be responsible for leading a short class discussion (approx.) 30min based on one of the week’s required readings. Students will offer a critical assessment of the reading, answer questions from the course instructor, and pose questions (10 min) designed to engage class discussion (20 min). *Students will submit a single-page of notes/questions to assist in grading.
C. Development Intervention Paper (20%): A short paper explaining the rationale for a climate adaptation/mitigation strategy—a “development intervention”—that anticipates the effects of climate change on/at a particular location during a particular time period over the next one hundred years. Students must reference scientific data that supports the plausibility of their hypothetical scenario. Students must also anticipate and discuss one salient moral or political obstacle that the intervention is likely to face. In sum, the paper will out the hypothetical scenario, the specific anticipated effects of climate change, the scientific evidence in support of these projections, the intervention strategy/intervention timeline, and the central moral or political objection. Various approaches to this project will be formally outlined in class.

*1500-2000 words, excluding footnotes and bibliography.
*Due Feb. 22nd, 5pm, by email in Word.doc format

D. Research proposal (5%): see F for details.

*A description and tentative bibliography of 3-5 new sources.
*One page, Maximum.
*Due Mar. 8th, 5pm, by email in Word.doc format

E. Presentation of Intervention Paper (20%): Beginning in Week 10 (Mar. 15), each student 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.

*Refer to class schedule online or contact instructor for the date of your presentation.
*One paper copy of your revised paper is due in class on the day of your presentation.
*Bring a sheet of paper/pen to write notes on class feedback.

F. Final Research Paper and Proposal (30%): A fully revised and expanded version of your Intervention Paper (to be discussed in class).
*4000 words, excluding footnotes and bibliography.

OR

A new research paper 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).

*3000 words, excluding footnotes and bibliography.
*Due Mar. 8th, 5pm, by email in Word.doc format
GRADING CRITERIA

Seminar Critique /10

5 Points
- Grasp of presentation material.
- Preparation, timing, and communication

5 Points
- Quality of criticisms, objections, or concerns.
- Quality of discussion questions/Facilitation of class discussion.

Development Intervention Paper /20

10 points
-Quality/plausibility of development rationale
-Significance of your intervention strategy
-Identification/explanation of a significant non-monetary moral/political objection or obstacle

10 points
-Procedural statement outlining the steps the paper will take
-Grammar/spelling/style/citations/bibliography/page numbers/etc.
-Quality of research and use of relevant sources and empirical data.

Intervention Presentations /20

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

10 points
-Improvements/revisions to the paper based on edits and incorporation of instructor’s feedback on original discussion paper (C.)
-Quality of responses to questions

Final Research Papers /30

10 points: Quality of Revisions, Clarity and Style
-Thorough revision of papers including revised procedural statement.
-Incorporation of feedback.
- Grammar/spelling/references/bibliography/page numbers/etc.

10 points: Analysis and Research
- Understanding, application, and critical analysis of relevant theories and literature
- Intervention rationale supported by evidence and logical argumentation
- Quality, depth, and integration of additional sources/research.

10 points: Significance of Intervention
- Originality and insight
- Assessment of potential obstacles, criticisms, and limitations of the proposal.
- 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. 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.
COURSE SCHEDULE

Week 1 – January 11, 2019: Course Introduction

*The Syllabus is posted on myCourses.

Week 2 – January 18, 2019: Certainty and Uncertainty

Discussion Reading

1-Jamieson, Dale. 2014. Chapter 7, “Politics, Policies and the Road Ahead” In: Reason in a Dark Time: Why the Struggle Against Climate Change Failed—and What it Means for Our Future, 201-238. OUP.


Supplementary Readings


Week 3 – January 25, 2019: Losing Earth?

Discussion Reading


**Supplementary Readings**


**Week 4 – February 01, 2019: Women, Poverty, and Vulnerability**

**Discussion Reading**


**Supplementary Readings:** *See myCourses for recent postings.*


Week 5 – February 08, 2019: Climate Economics

Discussion Reading

1-Jamieson, Dale. 2014. Chapter 4, “The Limits of Economics,” Reason in a Dark Time, 105-143. OUP.


Supplementary Readings: *See myCourses for recent postings.


Week 6 – February 15, 2019: Climate Change Justice

Discussion Reading


Supplementary Readings: *See myCourses for recent postings.


Week 7 – February 22, 2019: Energy Futures

Discussion Reading


Supplementary Reading: *See myCourses for recent postings.


Week 8 – March 01, 2019: Urban Challenges

Discussion Reading

1- Lin, Jolene. 2018. “City Action on Climate Change,” In: Governing Climate Change: Global Cities and Transnational Lawmaking, 70-104. CUP.


Supplementary Reading: *See myCourses for recent postings.

***Week 9 – March 08, 2019: No Class, Proposals for Final Research Paper Due***

Week 10 – March 15, 2019: PRESENTATIONS BEGIN

Discussion Reading:


Supplementary Reading: *See myCourses for recent postings.

Week 11 – March 22, 2019: PRESENTATIONS CONTINUE

Discussion Reading


Supplementary Reading: *See myCourses for recent postings.

Week 12 – March 29, 2019: PRESENTATIONS CONTINUE

Discussion Reading:


Supplementary Reading: *See myCourses for recent postings.


**WEEK 13 – April 05, 2019: PRESENTATIONS CONTINUE**

Discussion Reading:


Supplementary Reading: *See myCourses for recent postings.*
WEEK 14 – April 12 FINAL PRESENTATIONS
*Final Research Papers Due

Some Relevant Journals

Nature: Climate Change
Climate and Development
Climatic Change
Journal of Climate
Energy & Environment
Philosophical Transactions of the Royal Society
American Behavioral Scientist
Global Environmental Change
Geophysical Research Letters
WIREs Climate Change
Journal of Coastal Studies
Proceedings of the National Academy of Sciences
Journal of Earth Science and Climatic Change
Ecological Applications
International Journal of Climatology
American Journal of Climate Change
Global Change - Climate Change
Climate Research
Theoretical and Applied Climatology
Climate Policy
Climate of The Past
Climate and Development
International Journal of Climate Change Strategies and Management
Journal of Water and Climate Change
Tethys Journal of Weather and Climate of The Western Mediterranean
The International Journal of Ocean and Climate Systems
Climate Change: Impacts and Responses
Journal of Climate Change Strategies and Management
Climate Policy
The Society for Science of Climate Change and Sustainable Environment
British Journal of Environment and Climate Change
International Journal of Global Warming (IJGW)
Journal of Climatology and Weather Forecasting
Journal of Ecology and Ecography
Journal of Pollution Effects & Control
Journal of Environmental & Analytical Toxicology
Journal of Applied Meteorology
Climate Change Responses
Atmospheric Pollution Research
Environmental Management Regional Environmental Change
Journal of the Atmospheric Sciences
Environmental & Resource Economics Advances in Atmospheric Sciences
Environmental Pollution
Journal of Environmental Management
Environment International Journal of Environmental Studies
International Journal of Climate Change Strategies and Management
International Journal of Climate Change Strategies and Management
Global Environmental Change
Journal of Arid Environments