

McGill University
Institute for the Study of International Development
Winter 2022
INTD 497: Climate Resilient Development

Mondays, Wednesdays 10:00-11:30am (Hybrid learning format) (Online/Stewart Biology S3/3)

Instructor: Blane Harvey

Office Hours: Mondays, 11:30am-12:30pm, or by appointment

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Important note: Due to current restrictions related to the COVID-19 pandemic, this course will be delivered online via the Zoom platform on January 5th, 10th, 12th, 17th and 19th. Please find links to the online sessions at our course myCourses page. The content and evaluation of this course is subject to change in the case of unforeseeable events.

Course overview:

The starting point for this seminar is the need to transform development research and practice in line with the uncertain socio-environmental futures that climate change presents us. More than a technical problem that can be resolved with targeted interventions or ‘green’ innovations, the climate crisis intersects with deeply entrenched development challenges like poverty and inequality in ways that are becoming increasingly obvious as its impacts begin to be felt. We will first critically examine the theoretical basis for this assertion, and the need for reorienting development research and practice towards approaches grounded in complexity, collaboration and a systems orientation.

We will consider how the politics of the global development project may enable or constrain this type of transformation, and explore how community-led, indigenous and popular movements may offer compelling alternatives. We will also explore what such a transformation might look like in practice, through a hands-on exploration of models of knowledge co-production, social learning and deliberation, and process facilitation. In so doing, we will seek to balance theory and practice, embedding these in a critical awareness of the barriers and drivers of transitions toward more climate resilient development pathways.

Course objectives:

- Develop a strong understanding of the drivers of the climate crisis, and the implications of this crisis on development in the Global South;
- Develop a strong understanding of how climate change intersects and interacts with other development challenges;
- Ground this understanding in a detailed exploration of a national case setting;
- Explore how the complex and intersectional nature of climate change call for a rethinking of development research, policy, and practice;
- Develop and present a vision and plan of action that might respond appropriately to current and future climate impacts in a national case setting.

Course Format:

The class will use a hybrid teaching format. The majority of classes will be held in person, but classes with guest speakers will be held online. These classes are:

- Monday Jan. 17th (Roop Singh, Red Cross Red Crescent Climate Centre)
- Monday Jan. 31st (Anne Hammill, International Institute for Sustainable Development)
- Monday Feb. 7th (Daniel Morchain, International Institute for Sustainable Development)
- Wednesday March 9th (Georgina Cundill-Kemp, International Development Research Centre)
- Monday March 28th (Lindsey Jones, World Bank)

Online meetings will take place via the Zoom platform. Specific details will be presented and reviewed collectively at the first class of the semester to ensure that all students are clear on, and in agreement with the format.

Assessment Methods:

1. Attendance & Participation: 10%
2. Co-facilitation of a seminar discussion (peer assessed): 15%
3. Critical Reading responses x 3 (15%)
4. Country case study: Understanding impacts of climate change: 20%
5. Final project – Country action plan: 40%

Note: Detailed grading rubrics will be provided for each of these assignments.

All assignments must be submitted via myCourses.

- **Attendance & Participation: 10%**

Due date: Ongoing

Attendance at each course session is mandatory, and full participation expected, unless arranged in advance. I understand that the current pandemic is creating challenging circumstances for all of us, and may affect your capacity to participate at times. Should you require accommodations in this regard, I would ask that you communicate this request in advance so that we can agree on how these should be addressed. This grade will be based on your ongoing participation in class, demonstrating that you have read the assigned readings and engaged with the issues being discussed.

- **Co-facilitation of a seminar discussion: 15%**

Due date: As scheduled

We will have weekly discussions led by groups of 2-3 students. Group formation and topic selection will occur on the first class of the semester. On the appointed week, the group will lead an in-depth exploration of a specific aspect or element of the assigned readings that they found particularly significant. This should include doing further exploration of the selected issue, drawing on the supplementary readings or additional research of their own. Note, this should not be a summary of the assigned readings or the overall topic for the week except to briefly introduce the specific issue that the group has chosen to focus on. In preparing for their facilitation session, students should assume that their peers have done the assigned readings and can use those as a point of departure.

On their assigned date, groups will have a total of 20 minutes to lead classmates through a brief presentation and of the topic that they identified (5-10 minutes), and to facilitate class interaction around the topic (10-15 minutes). This is not limited to a “presentation, then plenary discussion” format. You are encouraged to think creatively about how best to engage the class with the topic you’ve selected and may use tools or resources that support the discussion as you feel is appropriate.

For example: A group that is leading a discussion on “Climate impacts and responses: An equity and justice perspective” (Feb. 9th) may find the concept of atmospheric commons significant and wish to explore that in greater depth. They would do some additional reading on the issue, then prepare the substance for a brief dialogue or interactive activity on this issue to spark discussion among the rest of the class members.

After leading the discussion each group should submit a brief summary (maximum 2 pages), highlighting:

- The topic selected and reason for its selection.
- A summary of the discussion that occurred and any key messages that emerged.
- Links or references to any additional resources that were shared and/or used.
- A brief description of how each member contributed to the preparation

- **Critical Reading responses x 3 (15%)**

Due date: According to selected readings

Each student will submit three brief critical responses to an assigned reading of their choice. The responses should be 400-500 words in length and contain a brief statement on *why* you selected the reading in question, a critical engagement with one or more of the authors' key claims or arguments, and a probing question that emerges from the reading for you. Alternatively, these can be submitted as audio or video reflections of approximately 5 minutes in length. These should be submitted the week of the assigned reading. At least one response should be submitted before the Winter study break. NOTE: You may not submit a response for the reading(s) you are using for the seminar discussion you are facilitating.

- **Country case study– Understanding impacts of climate change: 20%**

Due Date: Feb. 21st

While the drivers of climate change are global in nature, its impacts and appropriate responses are deeply contextual. To explore this important reality, you will select a country for focus with one or two classmates over the course of the semester (groups of 2-3). In this first part of the study, you will investigate the projected impacts of climate change on the country in question and examine the possible implications of these impacts on one other national development goal. We will use the UN Sustainable Development Goals as a guiding framework for this. Your case study should explore the following themes:

- A) Brief country overview (location; population; etc.)
- B) Key vulnerabilities, including people, places, and livelihoods.
- C) Current and projected impacts: a summary of some of the current and projected impacts of climate change under high and lower-emissions scenarios.
- D) Detailed examination of vulnerabilities and projected impacts in relation to the selected development goal (e.g. poverty; hunger; water; energy; inequality). This should highlight specific national circumstances, not simply global insights.

This can be presented as either an academic poster; or as a briefing note of up to 4 pages. Guidance will be provided for each of these. The case study should demonstrate the use of robust and up-to-date sources of information and make effective use of visual supports. These will be shared with other members of the class via myCourses.

- **Final project – Country action plan: 40%**

Due date: April 11th

Building on the country case study, the final project for the course moves from understanding the projected impacts of climate change to proposing a plan for action that takes into account national circumstances, key development challenges, and considerations that have been explored over the course of the semester. Each student must develop their own country action plan, but you are encouraged to consult with your group members from the country case study on your work in progress. Your country action plan should be 3,000-4,000 words in length and should draw directly on concepts and issues explored through our course materials, as well as on your independent research. The plan should:

- A) Identify a critical 'climate and development' challenge that the country is facing;
- B) Provide a detailed exploration of why this challenge is of particular importance for the country, both from the perspective of climate impacts and development pathways.
- C) Critically examine how the country has addressed this issue to date, weighing both the strengths and weaknesses of the existing policies, practices or mechanisms that have been put into place.
- D) Propose an alternative form of action for addressing this challenge, describing – for example - who would be involved, why this plan of action is appropriate, how equity and justice concerns are attended to through this plan, and what kinds of benefits it might have for specific groups within the country. This should include a description of who would need to lead this work, and what conditions for success would need to be in place.

You will have the opportunity to share these action plan with peers in a conference-style, end-of-term presentation.

Late Policy: Unless agreed in writing in advance, assignments are due on the dates and in the format specified in the course outline. Late submissions will be subject to a penalty 5% per day including weekends. Assignments will not be accepted 10 days after the due date. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

Proposed Course Summary:

****Readings, order of sessions and guest speakers are subject to review and revision by all class members ****

Note: Assigned readings are for the week in question, both Monday and Wednesday. Monday classes are more focused on the theory for the week and Wednesday on applying or exploring the theory through hands on activities and student presentations. As such, readings for the week should be completed before the Monday class.

Week	Date	Topic	Required Reading/Viewing
Part 1: Climate resilient development: definitions and debates			
1	Jan 5	<ul style="list-style-type: none"> • Course overview and introduction • Forming project groups and selecting topics for seminar discussions 	
2	Jan 10 Jan 12	Climate and development: An introduction	Tanner & Horn-Phathanothai 2014; Eriksen et al. 2014; Raworth 2018
3	Jan 17 Jan 19	Climate change: Understanding the scientific basis ** Guest Speaker: Roop Singh, RCCC**	Emanuel 2020; Hulme 2009; Hulme 2020
4	Jan 24 Jan 26	Policy responses: The international agenda	Cicero 2012/2020; Carbon Brief 2017; Dazé et al. 2018; Masood & Tollefson 2021
5	Jan 31 Feb 2	Policy responses: From the national to the local ** Guest Speaker: Anne Hammill, IISD **	Ensor et al. 2014; Hammill 2020; McGray et al. 2007
6	Feb 7 Feb 9	Climate impacts and responses: An equity and justice perspective **Guest Speaker: Daniel Morchain, IISD**	Lammy 2020; Pelling & Garschagen 2019; Robinson & Shine 2018
7	Feb 14 Feb 16	Climate action from below	Caniglia et al. 2015; Nunez 2018; Hayward 2021
8	Feb 21 Feb 23	From technicism to transformation: Reframing climate responses	O'Brien & Selboe 2015; Gram-Hanssen et al. 2021
	Feb 28 Mar 2	Reading week: No classes	
Part 2 : Integrating climate change into development practice			
9	Mar 7 Mar 9	Knowledge to action ** Guest Speaker: Georgina Cundill-Kemp, IDRC**	Bradbury et al. 2019; Cundill et al. 2014
10	Mar 14 Mar 16	Collaborating and learning across boundaries	Cundill et al. 2019; Irwin et al. 2018; Fisher & Harvey, 2019

11	Mar 21 Mar 23	Transforming leadership	Bateman & Mann 2016; Ferdig 2007; Senge et al 2015
12	Mar 28 Mar 30	Transforming development programs and action ** Guest speaker: Lindsey Jones, World Bank**	Cundill et al. 2019; Jones et al. 2018
13	April 4 April 6	<i>Final project working session</i> <i>Final Presentations</i>	
14	April 11	TBC	

Complete Bibliography:

Week 1: Course overview

Week 2: Climate and development: An introduction

- *Required readings/viewing:*

Tanner, T. and Horn-Phathanothai, L. (2014) Chapter 2: The climate-development nexus. In: *Climate change and development* (pp. 46-86). Routledge.

Eriksen, S., Inderberg, T. H., O'Brien, K., & Sygna, L. (2014). Introduction: development as usual is not enough. In *Climate Change Adaptation and Development* (pp. 17-34). Routledge.

Raworth, K. (2018). A healthy economy should be designed to thrive, not grow.

<https://youtu.be/Rhcrbcg8HBw>

- *Supplementary materials:*

Adger, W. N., Huq, S., Brown, K., Conway, D., & Hulme, M. (2003). Adaptation to climate change in the developing world. *Progress in development studies*, 3(3), 179-195.

Raworth, K. (2017). *Doughnut economics: seven ways to think like a 21st-century economist*. Chelsea Green Publishing.

Schipper, E.L.F., Tanner, T., Dube, O. P., Adams, K. M., & Huq, S. (2020). The debate: Is global development adapting to climate change?. *World Development Perspectives*, 100205.

Tanner, T., Lewis, D., Wrathall, D., Bronen, R., Craddock-Henry, N., Huq, S., ... & Alaniz, R. (2015). Livelihood resilience in the face of climate change. *Nature Climate Change*, 5(1), 23-26.

Week 3: Climate change: Understanding the scientific basis

- *Required readings:*

Emanuel, K. (2020). Climate Science, Risk & Solutions. Massachusetts Institute of Technology:

<https://climateprimer.mit.edu/>

(note, you may use the PDF version or the online website, which contains additional resources)

Hulme, M., Lidskog, R., White, J. M., & Standring, A. (2020). Social scientific knowledge in times of crisis: What climate change can learn from coronavirus (and vice versa). *Wiley Interdisciplinary Reviews. Climate Change*, 11, e656 (pp1-5).

- *Supplementary materials:*

Hulme, M. (2009) Chapter 3: The performance of science. In *Why we disagree about climate change* (pp. 72-108). Cambridge University Press.

IPCC (2018). Summary for Policymakers. In: *Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty* [Masson-Delmotte, V., P. Zhai, H.-O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J.B.R. Matthews, Y. Chen, X. Zhou, M.I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, and T. Waterfield (eds.)]. <https://www.ipcc.ch/sr15/chapter/spm/>

Lynch, L. (Host). (2020, January 17) Can we really suck CO2 out of the air? In *What on Earth with Laura Lynch*. CBC Radio. <https://www.cbc.ca/listen/live-radio/1-429/clip/15818802>

Singh, R. (Host) (2021, November 4). From doom to action with the IPCC AR6 report (Season 2, Episode 5). In *Can't Take the Heat*. Red Cross Climate Centre. <https://canttaketheheat.buzzsprout.com/1084676/9491552>

Steffen, W., Richardson, K., Rockström, J., Cornell, S. E., Fetzer, I., Bennett, E. M., ... & Folke, C. (2015). Planetary boundaries: Guiding human development on a changing planet. *Science*, 347 (6223).

Week 4: Policy responses: The international agenda

- *Required readings/viewings:*

Cicero (2012). The History of Climate Change Negotiations in 83 seconds. <https://youtu.be/B11kASPfYxY>

Cicero (2020). The Paris Agreement in 97 seconds. <https://youtu.be/qfAeoBGS3Ek>

Dazé, A., Terton, A., Maas, M. (2018). Alignment to Advance Climate-Resilient Development. <https://www.iisd.org/publications/alignment-advance-climate-resilient-development-overview-brief-1-introduction>

Masood, E., & Tollefson, J. (2021). 'COP26 hasn't solved the problem': scientists react to UN climate deal. *Nature*, 599(7885), 355-356. <https://www.nature.com/articles/d41586-021-03431-4>

- *Supplementary Readings:*

Hickel, J., & Kallis, G. (2020). Is green growth possible?. *New Political Economy*, 25(4), 469-486.

Huq, S., Mahid, Y., & Suliman, N. (2018). Evolution of Climate Change Adaptation Policy and Negotiation. In *Resilience* (pp. 63-75). Elsevier.

Murphy, S. P. (2018). Global political processes and the Paris Agreement. *Routledge Handbook of Climate Justice*, 71.

Seo, S. N. (2017). Chapter 7: Negotiating a Global Public Good: Lessons From Global Warming Conferences and Future Directions. In *The behavioral economics of climate change: adaptation behaviors, global public goods, breakthrough technologies, and policy-making* (pp. 223-256). Academic Press.

United Nations Environment Programme (2020). *Emissions Gap Report 2020 - Executive summary*. Nairobi.

Week 5: Policy Responses: From the national to the local

- *Required readings:*

Ensor, J., Boyd, E., Juhola, S., & Broto, V. C. (2014). Building adaptive capacity in the informal settlements of Maputo. In *Climate change adaptation and development: Transforming paradigms and practices*, 19.

Hammill, A. (2020) Resilient Recovery: Using Climate Adaptation Plans to Build Back Better. <https://napglobalnetwork.org/2020/05/resilient-recovery-using-climate-adaptation-plans-to-build-back-better/>

McGray, H., Hammill, A., Bradley, R., Schipper, L., & Parry, J. E. (2007). *Weathering the storm: options for framing adaptation and development* (p. 57). Washington, DC: World Resources Institute.

- *Supplementary readings*

Aylett, A. (2010). Participatory planning, justice, and climate change in Durban, South Africa. *Environment and Planning A*, 42(1), 99-115.

Dodman, D., & Mitlin, D. (2015). The national and local politics of climate change adaptation in Zimbabwe. *Climate and Development*, 7(3), 223-234.

Week 6: Climate impacts and responses: An equity and justice perspective

- *Required reading/viewing:*

Lammy, D. (2020). Climate justice can't happen without racial justice. <https://youtu.be/EkIpeO1r0NI>

Pelling, M., & Garschagen, M. (2019). Put equity first in climate adaptation. *Nature*, 569, 327-329

Robinson, M., & Shine, T. (2018). Achieving a climate justice pathway to 1.5 C. *Nature Climate Change*, 8(7), 564.

- *Supplementary Readings:*

Harlan, S. L., Pellow, D. N., Roberts, J. T., Bell, S. E., Holt, W. G., & Nagel, J. (2015). Climate justice and inequality. *Climate change and society: Sociological perspectives*, 127-163.

Khan, M., Robinson, S. A., Weikmans, R., Ciple, D., & Roberts, J. T. (2020). Twenty-five years of adaptation finance through a climate justice lens. *Climatic Change*, 161(2), 251-269.

Morchain, D. (2018). Chapter 3: Rethinking the framing of climate change adaptation. In *A Critical Approach to Climate Change Adaptation*. Taylor & Francis.

Polack, E. (2008). A Right to Adaptation: Securing the Participation of Marginalised Groups. *IDS Bulletin*, 39(4).

Shackleton, S., Ziervogel, G., Sallu, S., Gill, T., & Tschakert, P. (2015). Why is socially-just climate change adaptation in sub-Saharan Africa so challenging? A review of barriers identified from empirical cases. *Wiley Interdisciplinary Reviews: Climate Change*, 6(3), 321-344.

Tanner, T., & Harvey, B. (2013). Social justice and low carbon development. In *Low carbon development: Key issues*, 55-65.

Week 7: Climate Action from Below

- *Required readings:*

Caniglia, B. S., Brulle, R. J., & Szasz, A. (2015). Civil society, social movements, and climate change. *Climate change and society: Sociological perspectives*, 1, 235-268.

Hayward, B (2021). Chapter 4: Social Agency: Learning how to make a difference with others. In *Children, Citizen and Environment #SchoolStrike Edition*. Routledge.

Núñez, A. J. (2018). Mother Earth and climate justice. *Routledge Handbook of Climate Justice*, 420.

- *Supplementary Readings/viewing:*

Quinn-Thibodeau, T. & Wu, B.(2016) NGOs and the Climate Justice Movement in the Age of Trumpism. *Development* 59, 251–256. <https://doi.org/10.1057/s41301-017-0091-z>

Washington Post (2020). Beyond Greta Thunberg: The uprising of youth climate activists. https://www.youtube.com/watch?v=KoC_1rOAFX0

Whyte, K.P. (2020). Chapter 20: Indigenous environmental justice: Anti-colonial action through kinship. In *Environmental Justice*. Taylor & Francis

Week 8: From technicism to transformation: Reframing climate responses

- *Required readings:*

Gram-Hanssen, I., Schafenacker, N., & Bentz, J. (2021). Decolonizing transformations through ‘right relations’. *Sustainability Science*, 1-13.

O’Brien, K., & Selboe, E. (2015). Climate change as an adaptive challenge. In *The adaptive challenge of climate change*, 1-23.

- *Supplementary readings:*

Fischer, J., & Riechers, M. (2019). A leverage points perspective on sustainability. *People and Nature*, 1(1), 115-120.

Nightingale, A. J., Eriksen, S., Taylor, M., Forsyth, T., Pelling, M., Newsham, A., ... & Bezner Kerr, R. (2020). Beyond Technical Fixes: climate solutions and the great derangement. *Climate and Development*, 12(4), 343-352.

O’Brien, K., Eriksen, S., Inderberg, T. H., & Sygna, L. (2014). Climate Change and development. In *Climate change adaptation and development: Transforming paradigms and practices*, 273.

Pelling, M., O'Brien, K., & Matyas, D. (2015). Adaptation and transformation. *Climatic Change*, 133(1), 113-127.

Week 9: Knowledge and action

- *Required readings/viewing:*

Bradbury, H., Waddell, S., O'Brien, K., Apgar, M., Teehankee, B., & Fazey, I. (2019). A call to Action Research for Transformations: The times demand it. *Action Research*, 17(1), 3-10.

Cundill, G., Shackleton, S., Lotz-Sisitka, H., Ntshudu, M., Lotz-Sisitka, H., Kulundu, I., & Hamer, N. (2014). *Social learning for adaptation: a descriptive handbook for practitioners and action researchers*. IDRC. <http://hdl.handle.net/10625/52509> (pages 1-40 only).

- *Supplementary readings:*

CARIAA (2018). Novel insights brief: Research for Impact. <http://hdl.handle.net/10625/57289>

Harvey, B., Cochrane, L., & Van Epp, M. (2019). Charting knowledge co-production pathways in climate and development. *Environmental Policy and Governance*, 29(2), 107-117.

Liverman, D. et al. (2020) Panel V: Linking Knowledge with Action. Panel session in the *Progress, Challenges, and Opportunities for Sustainability Science Workshop*. Online workshop. ** Note: This is a panel featuring Diana Liverman; Sarah Burch; Meaghan Daly; Maria Carmen Lemos; Esther Turnout; and Lorrae Van Kerkhoff. Please watch the full set.

<https://vimeo.com/showcase/7902048/video/489934217>

Mach, K. J., Lemos, M. C., Meadow, A. M., Wyborn, C., Klenk, N., Arnott, J. C., ... & Stults, M. (2020). Actionable knowledge and the art of engagement. *Current Opinion in Environmental Sustainability*, 42, 30-37.

Turnhout, E., Metzger, T., Wyborn, C., Klenk, N., & Louder, E. (2020). The politics of co-production: participation, power, and transformation. *Current Opinion in Environmental Sustainability*, 42, 15-21

Week 10: Collaborating and learning across boundaries

- *Required readings:*

Cundill, G., Harvey, B., Tebboth, M., Cochrane, L., Currie-Alder, B., Vincent, K., ... & New, M. (2019). Large-scale transdisciplinary collaboration for adaptation research: Challenges and insights. *Global Challenges*, 3(4), 1700132.

Fisher, C. & Harvey, B. (2019). Facilitating peer learning with adaptation policymakers: Approaches and insights from the NAP Global Network's Targeted Topics Forums. Winnipeg, International Institute for Sustainable Development. Available online at: <http://napglobalnetwork.org/resource/facilitating-peer-learning-with-adaptation-policy-makers/>

Irwin, E. G., Culligan, P. J., Fischer-Kowalski, M., Law, K. L., Murtugudde, R., & Pfirman, S. (2018). Bridging barriers to advance global sustainability. *Nature Sustainability*, 1(7), 324-326.

- *Supplementary readings:*

Bennett, L. M., Gadlin, H. & Levine-Finley, S. (2010). Collaboration & team science: A field guide. National Institutes for Health

Cundill, G. & Harvey, B. (2019). Unpacking the potential role of social learning in adaptation policy. In E.C.H. Keskitalo & B. Preston (Eds.) *Research Handbook on Climate Change Adaptation Policy*, Cheltenham, Edward Elgar Publishing.

Ensor, J., & Harvey, B. (2015). Social learning and climate change adaptation: evidence for international development practice. *Wiley Interdisciplinary Reviews: Climate Change*, 6(5), 509-522

Freeth, R., Clarke, E. A., & Fam, D. (2019). Engaging creatively with tension in collaborative research. In: *Independent Thinking in an Uncertain World: A Mind of One's Own*, 262.

Week 11: Transforming Leadership

- *Required readings:*

Bateman, T. S., & Mann, M. E. (2016). The supply of climate leaders must grow. *Nature Climate Change*, 6(12), 1052-1054.

Ferdig, M. A. (2007). Sustainability leadership: Co-creating a sustainable future. *Journal of Change Management*, 7(1), 25-35.

Senge, P., Hamilton, H., & Kania, J. (2015). The dawn of system leadership. *Stanford Social Innovation Review*, 13(1), 27-33.

- *Supplementary Readings:*

de Águeda Corneloup, I., & Mol, A. P. (2014). Small island developing states and international climate change negotiations: the power of moral “leadership”. *International Environmental Agreements: Politics, Law and Economics*, 14(3), 281-297.

Nagendra, H. (2018). The global south is rich in sustainability lessons that students deserve to hear. *Nature*, 557. 485-488.

Singh, R. (2021, Dec. 5). The new corporate climate leadership (Season 2, Episode 6). In *Can't Take the Heat*. Red Cross Climate Centre. <https://canttaketheheat.buzzsprout.com/1084676/9667982>

Week 12: Transforming development programs and action

- *Required readings*

Cundill, G., Currie-Alder, B., & Leone, M. (2019). The future is collaborative. *Nature Climate Change*, 9(5), 343-345.

Jones, L., Harvey, B., Cochrane, L., Cantin, B., Conway, D., Cornforth, R., De Souza, K., & Kirbyshire, A. (2018) Designing the next generation of climate adaptation research for development. *Regional Environmental Change* 18(1), 297-304. doi: 10.1007/s10113-017-1254-x

- *Supplementary readings*

Harvey, B., Pasanen, T., Pollard, A., & Raybould, J. (2017). Fostering learning in large programmes and portfolios: emerging lessons from climate change and sustainable development. *Sustainability*, 9(2), 315.

MCGILL POLICY STATEMENTS

LANGUAGE OF ASSESSMENT/SUBMISSION:

“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. This does not apply to courses in which acquiring proficiency in a language is one of the objectives. (Note: In courses in which acquiring proficiency in a language is one of the objectives, the assessments shall be in the language of the course.)” (Approved by Senate on 21 January 2009 - see also the section in this document on Assignments)

ACADEMIC INTEGRITY:

“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). (Approved by Senate on 29 January 2003)

SAFE SPACE STATEMENT:

We are committed to nurturing a space where students, teaching assistants, lecturers, and professors can all engage in the exchange of ideas and dialogue, without fear of being made to feel unwelcome or unsafe on account of biological sex, sexual orientation, gender identity or expression, race/ethnicity, religion, linguistic and cultural background, age, physical or mental ability, or any other aspect integral to one's personhood. We therefore recognize our responsibility, both individual and collective, to strive to establish and maintain an environment wherein all interactions are based on empathy and mutual respect for the person, acknowledging differences of perspectives, free from judgment, censure, and/or stigma.

STUDENTS WITH DISABILITIES

Students who have a documented disability and require academic accommodation must contact McGill’s Office for Students with Disabilities, 514-398-6009.