

INTD 497 – Fall 2020
Climate Change and the Future of Development

Course Delivery: This course will begin as scheduled and proceed through a remote delivery platform.
*See below for details regarding an optional in-person exercise open to members of this course.

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Course Description

Climate change is the defining issue of the 21st Century and the greatest challenge to current and future development practices. What development principles and practices should guide our responses to urgent issues such as sea level rise, supply-chain disruptions, water scarcity, forced migration, and energy infrastructure in both developed and developing countries? How can climate science and earth systems processes serve as a basis for informing and creating sound development policies now and for future generations? What are the prospects for a radical transformation of local and international development under currently anticipated ecological conditions? In this course, students will (i) identify the technical, political, and design challenges posed by various climate change scenarios over the next 100 years; (ii) critically reflect on the role and obligations of governments and the public in adaptation and mitigation planning in a wide range of rural, urban, and remote environments; and, (iii) design and evaluate new proposals for counteracting and adapting to rapid rates of anthropogenic environmental change. Throughout the semester students will also grapple with the moral and psychological challenges inherent to development planning during times of deep uncertainty and social upheaval.

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 scientific evidence, risk assessment, and complex Earth-systems processes as a basis of future development policy.
- Explain the challenges in mitigating and adapting to rapid, large-scale anthropogenic environmental change.
- Design, evaluate, and defend original intervention proposals that aim to identify and meet the development challenges of the Twenty-first century and beyond from an interdisciplinary perspective through written and oral arguments.

Time Management

To help keep pace and to assist with time management throughout the semester, course work has been divided into weekly ‘sets’ on myCourses corresponding to the Course Schedule below. Each Week will contain two sets. Some sets will require more time than others to complete. Throughout the course, I will offer additional study advice and guidance in my lectures, or on an individual basis as needed. Please reach out if you need assistance.

Teaching Methods

This course utilizes Fixed and Flexible teaching methods to maximize flexibility during this time, to avoid foreseeable and unforeseeable technical issues, and to increase class engagement and ownership over the course material. For the purposes of this course, Flexible means, ‘on your own schedule’ **within each week and subject to deadlines, designated office hours, or virtual group meetings.** ‘Fixed’ will almost always refer to a pre-scheduled, virtual meeting, with myself, your group, or our TA.

NB: There is an optional, ungraded, fixed in-person activity exclusive to members of our course. Please see details on Page 13 below.

Required Readings

Required readings are identified in the course schedule below. All required readings and required course materials can be accessed via [myCourses](#).

Pre-recorded Lectures

Each Week I will upload brief lectures at the beginning of our regularly scheduled class time to myCourses under the heading ‘[Lecture Recordings](#)’. The lectures will correspond to a particular ‘set’ in the course schedule (below). During these lectures, I will offer a critical discussion of current events related to the course themes as they occur in real time (e.g., news articles), highlight points from the readings, and respond to critical reflections from students submitted in response to previous lectures.

ASSIGNMENTS

Type	Overall Grade	Mode	Submissions	Due Dates
A. Virtual Seminars	10%	Group	10 per group	See below
B. Critical Reflections	10%	Individual ⁺¹	10 per student	See below
C. Intervention Proposal	20%	Individual	1	Oct. 09
D. Film Critique	15%	Individual	1	Nov. 04
E. Intervention Tutorial	20%	Group	1	See below
F. Final Intervention Paper	25%	Individual	1	Dec. 02

A. Virtual Seminars (10%)

Students are expected to demonstrate familiarity with the course readings, to take a position on arguments or issues presented in the readings, and to actively participate with others in their assigned virtual groups. Please note that your instructor or TA may request to join your discussion group on any given week. You will be given notice at the start of the week in anticipation of this.

*On August 31, you will be assigned via email to a Temporary Virtual Discussion Group with instructions on how to get in touch with your group members. Each group will include max. 3 participants. During Weeks 1 and 2, you will arrange as a group to meet virtually once per week—at any time throughout the week—for a minimum 30min. session to discuss issues and problems in response to a discussion prompt (a problem, subject, or question) that I will post on myCourses by 10AM each Wednesday. After each virtual meeting, ONE member of the group will upload max. two pages of discussion notes to myCourses in Assignments under the corresponding ‘Participation’ week. Notes may be written in point form or paragraph form and should briefly summarize the content of your virtual meeting (i.e., the key points, insights, disagreements, conclusions, or ‘solution/strategy’, related to my discussion prompt). Your notes should reference specific course readings (Author Year) or other source material that your group engaged with in response to the prompt. Discussion notes must be submitted by 10AM Wednesday morning of the following week, though you may choose to submit them earlier, at any time during the week in which the discussion is to take place.

*On September 16, you will be assigned via email to a Permanent Virtual Discussion Group with instructions on how to get in touch with your group members. This shift is necessary to account for changes to the student roster during add/drop.

Temporary Virtual Group	Prompts Posted @ 10AM	Group Notes Due @ 10AM
Week 1	September 02	September 09
Week 2	September 09	September 16
Permanent Virtual Group	Prompts Posted @ 10AM	Group Notes Due @ 10AM
Week 3	September 16	September 23
Week 4	September 23	September 30
Week 5	September 30	October 07

¹ “Individual +” means that you will be graded for your individual submission but you will also have the option to post your reflections for others to see and respond to.

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Week 6	October 07	October 14
Week 7	October 14	October 21
Week 8	October 21	October 28
Week 9	October 28	November 04
Week 10	November 04	November 11
Week 11	November 11	November 18
Week 12	November 18	November 25
Week 13	November 25	December 02

B. Critical Reflections (10%)

Each week, students will be invited to submit a critical reflection based specifically on the course lectures under Assignment in myCourses. Reflections are intended to mimic spontaneous reactions and thoughts to in-class lectures rather than planned or heavily edited submissions. For this reason, stylistic elements such as grammar or spelling will generally not be significant considerations in the grading of this assignment. You may submit as much as you like but a paragraph or two is sufficient (something you can write in under ten minutes).

Over the span of the semester, students are expected to submit a total of 10 reflections. Reflections that cite or otherwise engage with course materials are strongly encouraged. These reflections will be graded on a simple pass/fail basis to be assessed as a whole at the instructor's discretion at the end of the course. If you choose to submit more than 10 critical reflections, the best 10 will be used for the course assessment.

**Each week, students will also be invited to share their critical reflections or ideas based on the course lectures via the myCourses Discussion Board. *Under the 'forum' there will be a category of discussion (Lecture A, B, etc). Under 'Topic' there will be a space where you can post threads and replies. A new discussion board will be posted after each lecture. You are expected to follow basic online etiquette (see the Policies below).*

C. Intervention Proposal (20%)

A detailed proposal 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 outline the hypothetical scenario, the specific anticipated effects of climate change, the scientific evidence in support of these projections, the intervention strategy, the intervention timeline; and, the central moral or political objection. Various approaches to this project will be formally outlined in class.

*Max. 1000 words not including footnotes or bibliography.

*A tentative bibliography of 3-5 sources.

***Due Oct. 09, 5pm, by email in Word.doc format**

D. Film Critique (15%)

A reflective analysis of one relevant documentary or feature film alongside discussion of issues addressed in lectures and readings for this course. The paper should be min. three and max. four double-spaced pages, excluding bibliography and footnotes. Student's may use their own discretion to determine which issues/readings will be explored in the reflective essay. The Critique is meant to encourage students to look beyond the required readings for the course to enrich their analysis of climate-related issues explored in the film. The films that may be analyzed for this assignment are listed with previews in myCourses under the Film section. ***Please note, some of these films include graphic violence and disturbing themes. Contact me if you have any concerns or would like advice in selecting a film.**

*** Due by Nov 04, 5pm. by email in Word.doc format**

E. Intervention Tutorial w/Professor or TA (20%)

On Wednesday, October 14 (Week 07), you will be assigned to a Virtual Tutorial Group (max. 2 students). You will be contacted with instructions on how to schedule a Virtual tutorial session hosted by your instructor or TA. Tutorial sessions begin in Week 09 via Zoom. During the tutorial, each student take turns reading their draft Development Intervention papers aloud (10 min), followed by a brief Q&A. These sessions will run for approximately 30min. ***A copy of your draft Intervention paper is due at 9am by email to your tutorial host (either your TA or the Instructor) on the day of the scheduled tutorial.**

*The tutorial schedule will be posted on myCourses. Please contact the instructor about issues regarding the date of your presentation.

F. Final Development Intervention Paper (25%):

A fully revised and expanded version of your Intervention Paper based on feedback from your initial proposal, virtual tutorial, and any additional research or recommendations.

*3000 words, excluding footnotes and bibliography.

***Due Dec 02, 5pm, by email in Word.doc format**

GRADING CRITERIA

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.

Late Penalties: Written work is due at the times indicated in the syllabus (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 time (except in special cases, with the instructor's prior agreement).

A. Virtual Seminar Groups /10

10 points

- Demonstrated knowledge and understanding of required readings
- Clear explanations of key themes, concepts and ideas
- Quality of criticisms, objections, or concerns as depicted in your group submission
- Quality of discussion as depicted in your group submission
- Style, grammar and spelling

B. Critical Reflections /10

Over the span of the semester, students are expected to submit a total of 10 reflections. Reflections that cite or otherwise engage with course materials are strongly encouraged. These reflections will be graded on a simple pass/fail basis to be assessed as a whole at the instructor's discretion at the end of the course. If you choose to submit more than 10 critical reflections, the best 10 will be used for the course assessment.

C. Development Intervention Proposal /20

10 points

Quality and Plausibility of Rationale

- Procedural statement outlining the steps the paper will take
- Development and communication of hypothetical scenario/anticipated problem
- Demonstrated development and core details of intervention plan
- Plausibility, relevance, and significance of proposed intervention strategy
- Identification/explanation of ONE significant non-monetary moral objection or political obstacle

10 points

Effective communication of ideas

- Procedural statement outlining the steps the paper will take
- Clear and logical organization of ideas/structure as related to the Procedural statement
- Quality of research and use of relevant sources and empirical data.
- Grammar/spelling/style/citations/bibliography/page numbers/etc.

D. Film Critique /15

7.5 points

Effective communication of ideas

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- Clear and logical organization of ideas/structure
- Clear explanations of key themes, concepts and ideas
- Style, grammar and spelling

- 7.5 points Insightful analysis of themes and critical engagement with readings
- Accurate expression and focused analysis of key themes drawn from the film
 - Insightful, original reflections on the relationship between themes raised in the film, and issues addressed in the course
 - Identification of insightful questions raised by the film, and your analysis of it in light of the academic literature on climate change.

E. Virtual Tutorial /20

- 10 Points Improvements/Revisions and Further Research
- Incorporation of feedback from your Proposal
 - Development and communication of hypothetical scenario/anticipated problem
 - Demonstrated development and core details of intervention plan
 - Preliminary assessment of potential obstacles, criticisms, and limitations
- 10 Points Effective communication of ideas
- Preparation, delivery, and timing (Hint: practice reading aloud)
 - Quality of responses to questions
 - Engagement with your tutorial peer through constructive criticism, questions, or suggestions.

F. Final Development Intervention Paper /25

- 10 Points Quality of Revisions, Clarity and Style
- Incorporation of feedback from your Proposal and Tutorial Session
 - Thorough revision of papers including revised procedural statement where necessary.
 - 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 timing
 - Quality, depth, and integration of additional sources/research.
- 5 Points Significance of Intervention
- Originality and insight
 - Assessment of potential obstacles, criticisms, and limitations of the proposal.
 - Quality, depth, and integration of additional sources/research.
 - Quality of conclusions and/or recommendations

COURSE SCHEDULE

Course readings and schedule are subject to change

Course Themes

- Part I: The Climate Change/Development Nexus
- Part II: Key Challenges and Issues
- Part III: Justice and Solutions

Important Dates

*August 31	Temporary Discussion Groups Assigned (by email)
September 02	Designated Start Date & Course Introduction
September 16	Permanent Discussion Groups assigned
October 09	Intervention Proposals Due
October 14	Tutorial Groups Assigned
October 28	Tutorials Begin (see the schedule on myCourses)
November 04	November Film Critiques Due
November 27	Designated Final Class
December 02	Final Intervention Papers Due

Week 1–Possible Worlds

September 02&04

Set 1:

- Naomi Oreskes and Erik Conway. 2013. “The Collapse of Western Civilization: A View from the Future,” *Daedalus* 142(1): 40–58.
- Documentary Film. *Tomorrow*. 2015. Directed by Cyril Dion and Mélanie Laurent. 2hrs.

Set 2:

- Piers Forster, et al. 2020. “Current and Future Global Climate Impacts Resulting From COVID-19,” *Nature: Climate Change* 1–7.
- Jochen Markard and Daniel Rosenbloom. 2020. “A Tale of Two Crises: COVID-19 and Climate,” *Sustainability: Science, Practice and Policy* 16(1): 53–60.

*For supplementary readings and recent postings, see [myCourses](#).

Week 2–The Politics of Urgency

September 9&11

Set 1:

- Will Steffen. 2012. “A Truly Complex and Diabolical Policy Problem,” In: John S. Dryzek, Richard B. Norgaard, and David Schlosberg (eds). *The Oxford Handbook of Climate Change and Society*, 21–37. Oxford: Oxford University Press.
- Henry Shue. 2018. “Mitigation Gambles: Uncertainty, Urgency and the Last Gamble Possible,” *Philosophical Transactions of the Royal Society A* 376: 20170105.

Set 2:

- John Broome. 2014. “A Philosopher at the IPCC,” *The Philosopher’s Magazine* 66: 10–16.
- Ronald C. Kramer, Rob White. 2020. “The Politics of Predatory Delay: Climate Crimes of Political Omission and Socially Organized Denial,” In: *Carbon Criminals, Climate Crimes*, 84–124. New Jersey: Rutgers University Press.

*For supplementary readings and recent postings, see [myCourses](#).

Week 3–Rethinking ‘the Commons’ Part 1

September 16&18

Set 1:

- Thomas K Rudel. 2013. “A Sustainable Development State?” In: *Defensive Environmentalists and the Dynamics of Global Reform*, 182–196. Cambridge: Cambridge University Press.
- Cedric Ryngaert. 2020. “The Selfless Exercise of Jurisdiction to Protect Human Rights and the Environment,” In: *Selfless Intervention: The Exercise of Jurisdiction in the Common Interest*. OUP.

Set 2:

- James Fairhead, Melissa Leach and Ian Scoones. 2012. “Green Grabbing: A New Appropriation of Nature?” *The Journal of Peasant Studies* 39(2): 237–261.
- Jan Douwe van der Ploeg. 2020. “Farmers’ Upheaval, Climate Crisis and Populism,” *The Journal of Peasant Studies* 47(3): 589–605.

*For supplementary readings and recent postings, see [myCourses](#).

Week 4–Rethinking ‘the Commons’ Part 2

September 23&25

Set 1:

- Z.A. Teferiand and P. Newman. 2018. “Slum Upgrading: Can the 1.5°C Carbon Reduction Work with SDGs in these Settlements?” *Urban Planning* 3(2): 52–63.
- Frank Fischer. 2017. “Urban Sustainability, Eco-Cities, and Transition Towns: Resilience Planning as Apolitical Politics,” In: *Climate Crisis and the Democratic Prospect: Participatory Governance in Sustainable Communities*, 207–222. OUP.

Set 2:

- Sivan Kartha. 2011. “Discourses of the Global South” In: John S. Dryzek, Richard B. Norgaard, and David Schlosberg (eds) *The Oxford Handbook of Climate Change and Society*, 504–519. New York; Oxford: Oxford University Press.
- Anatol Lieven. 2020. *Climate Change and the Nation State: The Case for Nationalism in a Warming World*. OUP. (Selections)

*For supplementary readings and recent postings, see [myCourses](#).

Week 5–Population and Poverty

September 30&October 02

Set 1:

- Simon Caney. 2020. “Human Rights, Population, and Climate Change,” In: Dapo Akande, Jaakko Kuosmanen, Helen McDermott, and Dominic Roser (eds). *Human Rights and 21st Century Challenges: Poverty, Conflict, and the Environment*, 348–369. Oxford: Oxford University Press.
- Jade S. Sasser. 2018. “The Population “Crisis” Returns,” In: *On Infertile Ground: Population Control and Women's Rights in the Era of Climate Change*, 31–48. New York: New York University Press.

Set 2:

- Fitzroy B. Beckford. 2018. “Facets and Consequences of Environmental Slavery,” In: *Poverty and Climate Change Restoring a Global Biogeochemical Equilibrium*, 16–25. London: Routledge.
- Julie Rozenberg and Stéphane Hallegatte 2019. “Poor People on the Front Line: The Impacts of

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Climate Change on Poverty in 2030,” In: S. M. Ravi Kanbur and Henry Shue (eds). *Climate Justice: Integrating Economics and Philosophy*, 24–38. Oxford: Oxford University Press.

*For supplementary readings and recent postings, see [myCourses](#).

Week 6–Displacement and Forced Migration

October 7&9

Set 1:

- Robert McLeman. 2019. “International Migration and Climate Adaptation in an era of Hardening Borders,” *Nature: Climate Change* 9: 911–918.
- Matthew Lister. 2014. “Climate Change Refugees,” *Critical Review of International Social and Political Philosophy* 17(5): 618–634.

Set 2:

- Hauer, et al. 2020. “Sea Level Rise [SLR] and Human Migration,” *Nature Reviews: Earth & Environment* 1: 28–36.
- Clare Heyward and Jörgen Ödalen. 2016. “A Free Movement Passport for the Territorially Dispossessed,” In: Clare Heyward and Dominic Roser (eds) *Climate Justice in a Non-Ideal World*, 209–223. Oxford: Oxford University Press.

*For supplementary readings and recent postings, see [myCourses](#).

Week 7–Biodiversity and Cultural Knowledge

October 14&16

Set 1:

- Gerardo Ceballos, Paul R. Ehrlich, and Rodolfo Dirzo. 2017. “Biological Annihilation via the Ongoing Sixth Mass Extinction Signaled by Vertebrate Population Losses and Declines,” *Proceedings of the National Academy of Sciences* 114(30): E6089–E6096.
- Christopher P. Dunn. 2018. “Climate Change and its Consequences for Cultural and Language Endangerment,” In: Kenneth L. Rehg and Lyle Campbell (eds) *The Oxford Handbook of Endangered Languages*, 720–738. Oxford: Oxford University Press.

Set 2:

- Rosita Henry and Christine Pam. 2018. “Indigenous Knowledge in the Time of Climate Change (with Reference to Chuuk, Federated States of Micronesia),” In: Douglas Nakashima, Igor Krupnik and Jennifer T. Rubis (eds.) *Indigenous Knowledge for Climate Change Assessment and Adaptation*, 58–74. Cambridge: Cambridge University Press.
- Sabine Troeger. 2018. “‘Everything That Is Happening Now Is Beyond Our Capacity’ – Nyangatom Livelihoods Under Threat,” In: Douglas Nakashima, Igor Krupnik and Jennifer T. Rubis (eds.) *Indigenous Knowledge for Climate Change Assessment and Adaptation*, 214–226. Cambridge: Cambridge University Press.

*For supplementary readings and recent postings, see [myCourses](#).

Week 8–Gender

October 21&23

Set 1:

- Fatma Denton. 2002. “Climate Change Vulnerability, Impacts, and Adaptation: Why Does Gender Matter?” *Gender and Development* 10(2): 10–20.
- Eastin, Joshua. 2018. “Climate Change and Gender Equality in Developing States,” *World Development* 107: 289–305.

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Set 2:

- Holly Buck, Andrea Gammon, and Christopher Preston. 2014. “Gender and Geoengineering,” *Hypatia* 29(3): 651–669.
- Nitya Rao, Arabinda Mishra, Anjal Prakash, Chandni Singh, Ayesha Qaisrani, Prathigna Poonacha, Katharine Vincent & Claire Bedelian. 2019. “A Qualitative Comparative analysis of Women’s Agency and Adaptive Capacity in Climate Change Hotspots in Asia and Africa,” *Nature: Climate Change* 9: 964–971.

*For supplementary readings and recent postings, see [myCourses](#).

Week 9–Institutional Futures

October 28&30

Set 1:

- William Onzivu. 2018. “International Institutions and the Developing World,” In: Michael Burger and Justin Gundlach (eds.) *Climate Change, Public Health, and the Law*, 343–372. Cambridge: Cambridge University Press.
- John Broome and Duncan Foley. 2016. “A World Climate Bank,” In: Iñigo González-Ricoy and Axel Gosseries (eds). *Institutions for Future Generations*, 157–169. Oxford: Oxford University Press.

Set 2:

- Maxime Lepoutre. 2020. “Democratic Group Cognition,” *Philosophy & Public Affairs* 48(1): 40–78.
- Juliana Bidadanure. 2016. “Youth Quotas, Diversity, and Long-Termism: Can Young People Act as Proxies for Future Generations?” In: Iñigo González-Ricoy and Axel Gosseries (eds). *Institutions for Future Generations*, 266–280. Oxford: Oxford University Press.

*For supplementary readings and recent postings, see [myCourses](#).

Week 10–Energy Futures

November 04&06

Set 1:

- Paul Jaffe. 2020. “Space Solar,” In: Trevor Letcher (ed). *Future Energy: Improved, Sustainable and Clean Options for Our Planet*, 3rd Edition. Elsevier.
- Christina Reichert and John Virdin. 2019. “Energy from the Sea: Challenges And Opportunities,” In: Paul Harris (ed) *Climate Change and Ocean Governance Politics and Policy for Threatened Seas*, 393-408. Cambridge: Cambridge University Press.

Set 2:

- Elisa Appolloni, Francesco Orsini, Cecilia Stanghellini, Wageningen 2020. Rooftop Systems for Urban Agriculture,” In: Jan Wiskerke (ed) *Achieving Sustainable Urban Agriculture*, London: Routledge.
- Mohammad Al-Saidi. 2019. “Coastal Development and Climate Risk Reduction in the Persian/Arabian Gulf,” In: Paul Harris (ed). *Climate Change and Ocean Governance Politics and Policy for Threatened Seas*, 60–74. Cambridge: Cambridge University Press.

*For supplementary readings and recent postings, see [myCourses](#).

Week 11–Energy Justice

November 11&13

Set 1:

- Aileen McHarg. 2020. “Energy Justice: Understanding the ‘Ethical Turn’ in Energy Law and Policy,” In: Iñigo del Guayo, Lee Godden, Donald D. Zillman, Milton Fernando Montoya, and José Juan González (eds). *Energy Justice and Energy Law*, 15–30. Oxford: Oxford University Press.
- Kent Peacock. 1999. “Staying Out of the Lifeboat: Sustainability, Culture, and the Thermodynamics of Symbiosis,” *Ecosystem Health* 5(2): 91–103.

Set 2:

- Holly Lawford-Smith. 2016. “Difference-Making and Individuals’ Climate-Related Obligations,” In: Clare Heyward and Dominic Roser (eds) *Climate Justice in a Non-Ideal World*, 64–80. Oxford: Oxford University Press.
- Ion Bogdan Vasi. 2018. “Social Movements and Energy,” In: Debra J. Davidson and Matthias Gross (eds) *Oxford Handbook of Energy and Society*, 405–419. Oxford: Oxford University Press.

*For supplementary readings and recent postings, see [myCourses](#).

Week 12–Industrial and Public Health Perspectives

November 18&20

Set 1:

- Margot J. Pollans. 2018. “Food Systems,” In: Michael Burger and Justin Gundlach (eds.) *Climate Change, Public Health, and the Law*, 266–299. Cambridge: Cambridge University Press.
- Peter Stoett and Joanna Vince. 2019. “The Plastic–Climate Nexus: Linking Science, Policy, and Justice,” In: Paul Harris (ed). *Climate Change and Ocean Governance Politics and Policy for Threatened Seas*, 345–361. Cambridge: Cambridge University Press.

Set 2:

- Samantha Ashman, Susan Newman, and Fiona Tregenna. 2020. “Radical Perspectives on Industrial Policy,” In: Arkebe Oqubay, Christopher Cramer, Ha-Joon Chang, and Richard Kozul-Wright (eds.) *The Oxford Handbook of Industrial Policy*. Oxford: Oxford University Press.
- Robert Pollin. 2020. “An Industrial Policy Framework to Advance a Global Green New Deal,” In: Arkebe Oqubay, Christopher Cramer, Ha-Joon Chang, and Richard Kozul-Wright (eds.) *The Oxford Handbook of Industrial Policy*. Oxford: Oxford University Press.

*For supplementary readings and recent postings, see [myCourses](#).

Week 13 – NO READINGS

November 25&27

OPTIONAL ON CAMPUS, IN-PERSON ACTIVITY

Below is an outline of an activity created in response to anticipated student interest in alternative learning platforms during a time of reduced social interaction in the upcoming 2020 Fall semester. It is intended to help meet student expectations for the course ‘seminar’ designation supplementary to remote learning formats, to provide an opportunity to apply knowledge from the course to real-world problems, and to foster student interest in future international development programming. It is not intended to provide opportunities for course advancement, course credit, or to confer advantages on students who are willing and able to participate. Your inability to take part in the in-person activities will not affect your grade. While this activity will be hosted on campus, efforts will be made to accommodate all students in the course, through complementary virtual platforms (TBA).

Please note, the activity is contingent on a number of factors, such as available classroom space, technical support, and ongoing health concerns, and will adhere to public health protocols as well as McGill’s [Essential Information Protocols](#) and [Directives for the Resumption of on-campus academic activities](#). Concerns arising from anticipated health and resource constraints may result in the temporary suspension or cancellation of activities. All efforts will be made during the preparation period to determine the viability of the activity and to allow students a chance to voice any concerns they may have before the activity begins.

Preparation: Weeks 01-03

Student Interest Survey: Students in the course will be invited to register their (potential/initial) interest in joining in-person workshop sessions by Sept 18, to account for the add/drop period. Students not on campus or who may otherwise be unable to attend in-person activities will also be invited to register to determine the overall level of interest and to anticipate potential and specific virtual accommodation or access needs.

Logistics and Social Distancing: Interested students will receive instructions on logistics along with COVID protocols and social distancing requirements. You will be asked to review these instructions before confirming your interest and availability with specific conference dates and classrooms (to be confirmed). The final schedule of activities will be designed in part to reflect the level of interest, classroom availability, and any necessary accommodations.

Conference Activity: Weeks 05-12

Beginning in Week 5, interested students meet in-person once a week to participate in the design of a group-based intervention strategy in response to a single future climate change development challenge focusing on identifying and responding to immediate and long-term development needs. Students will help to identify potential key stakeholders and take on role-representation of these stakeholders as part of the group planning initiative. The goal will be to create an academically oriented, game-like atmosphere to stimulate thinking about issues and themes related to the course in an extra-curricular capacity. Each week will seek to build on the outcomes of the previous week’s brainstorming, planning and role-playing activities.

Weeks 05-06: Introducing the problem and future climate scenario modeling.

Weeks 07-08: Identifying stakeholders and assigning role representation.

Weeks 09-11: Development scenario planning and sub-planning.

Weeks 12-13: ‘Playing out’ the scenario and final discussion.

POLICIES

Language of 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.

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 [McGill's guide to academic honesty](#) for more information).

Extraordinary Circumstances

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Copyright

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. Instructor-generated course materials (e.g., recorded lectures, handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures. Please refer to McGill's [Guidelines for Instructors and Students on Remote Teaching and Learning](#) for further information. Thank you very much for your help with this.

Virtual Classroom Etiquette

The University recognizes the importance of maintaining respectful and inclusive teaching spaces. Offensive, violent, or harmful language arising in contexts such as your username, visual backgrounds, or 'chat' boxes may be cause for disciplinary action.

Sensitive Content Warning

Some course content may be disturbing. It has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this.

The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations

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](#). Tel.: 514-398-6009