

[Version: 2026 April 25 – NOTE, THIS IS THE 2026 VERSION, TO BE UPDATED FOR 2027]

Politics of Climate Change

POLS 1435 Spring 2026 Brown University

Monday, Wednesday, Friday 1:00-1:50pm Location: Stephen Roberts Hall 101
Instructor: Dr. Jeff Colgan Phone: 401-863-9721 Email: Jeff_Colgan@brown.edu
Office: Watson 303 Office Hours: M 2:00-3:30, Tu 1:00-2:00, and by appointment
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Climate change is arguably the most important global challenge in the 21st century. It will reshape weather patterns, storms, sea levels, and agricultural output worldwide, mostly for the worse. Mitigating climate change will require massive economic transformations, affecting energy, transportation, and industrial sectors. What are the politics of that transformation? What are the political forces obstructing it? How do social movements, institutions, and economic interests interact to shape the national and global response to climate change? This course offers answers and insights, primarily from the perspective of political science.

This course: (1) focuses on politics (not physical science), (2) is solution-centered (not ‘admiring the problem’), and (3) amplifies diverse voices. We will consider climate change from multiple perspectives – not just the mainstream American one, but also reading Australian indigenous, African-American, and other authors. We will consider the gendered impact of climate change. The point is to show how the environment affects different people in quite different ways, complicating the need for a collective response. In the end, however, students will be asked to analyze what *works* for meeting the climate challenge.

This course will be in person. It combines the lecture format with interactive class discussion, so students must be available for the class time slot (i.e., no class conflicts). Students are expected to be ready for the class discussions based on the assigned readings. This means that the *readings must be done ahead of the class* for which they are assigned. Class participation is important: it makes the class more fun and interesting for everyone. Students are also expected to follow the news on climate issues, which we will discuss in class.

Attendance at lectures will not be taken. Students are treated as adults: if you can’t make a class, you don’t need to explain it. However, your participation grade reflects your attendance: if you aren’t around, you don’t contribute to the class.

This syllabus is subject to minor changes. Please read it anyway.

Learning Objectives:

This class will:

- explore the relationship between climate change, domestic politics, and global justice
- encourage students to become reflective consumers of information about climate change
- improve understanding of the causes and consequences of climate change

At the end of this course, students should be able to:

- present and analyze major arguments related to climate change
- discuss the social, political, and economic benefits and challenges

Grading and Requirements:

A. **Group Presentation:** 30%. Students will work in groups of four to prepare and make a research/business presentation at the semester's end. Presentations must be highly professional, supported by content-rich slides, for 20 minutes plus 5 minutes of Q&A. Each group can choose one of two types: 1) a research question, or 2) a business plan for climate action. You will discuss your topic with your TA and ***communicate your topic in writing to your TA by April 3.*** Presentations will occur in the week after classes end. See additional instructions at the end of this syllabus.

B. **Two in-class Tests:** 30% each (60% total). Closed book, no notes, no devices. See dates for the in-class tests below. There is no final exam.

C. **Class Participation:** 10%. Being prepared to critically discuss each reading, each week, is the best way to get the most out of this course. Your ability to engage stimulates others to participate as well. Participation in your TA-led sections is the most important form of participation. Discussion sections are designed to reinforce your understanding of the readings, engage with the material through group discussion, and give you an opportunity to ask questions.

Course Time Allocation: Over 13 weeks, students will spend 3 hours per week in class (39 hours total), 7 hours per week doing course reading, weekly assignments, viewing documentaries, and other out-of-class work (91 hours total). In addition, there is a group presentation and two tests that require a minimum of 50 hours of work.

Academic Conduct: Please read Brown University's policies on academic conduct carefully. Handing in someone else's work or ideas as your own (even if you worked on it together as a group) constitutes plagiarism, as does using someone's ideas without appropriate citations. You must give a citation when you use an author's ideas in your writing, even if you do not quote the text word-for-word. If you have any questions, please ask. Be informed and be careful. This class may use Turnitin software to detect plagiarized work.

Grading Policy:

Once a grade has been assigned, the student can only appeal it by contacting the instructor *in writing*. In writing, the student should justify why s/he believes the grade should be modified.

Office Hours:

I will hold office hours in-person (see the start of this syllabus for hours and location). You do not need an appointment; it's first come, first served. If no one appears in the first 20 minutes, I will sometimes leave my office, so come early if you want to talk. If you can't make the beginning of my office hours, please email me to arrange a later time.

TAs will also hold their own office hours, at a time and location to be announced.

Required Texts:

1. Harvey, Hal, Robbie Orvis, and Jeffrey Rissman. 2018. *Designing Climate Solutions: A Policy Guide for Low-Carbon Energy*. Washington: Island Press.
2. Li, Yifei, and Judith Shapiro. *China Goes Green: Coercive Environmentalism for a Troubled Planet*. Cambridge, UK; Medford, MA: Polity, 2020.
3. Karol, David. 2019. *Red, Green, and Blue: The Partisan Divide on Environmental Issues*. Cambridge University Press.
4. [Optional] Stokes, Leah Cardamore. 2020. *Short Circuiting Policy: Interest Groups and the Battle Over Clean Energy and Climate Policy in the American States*. New York, NY: Oxford University Press.

Week-by-Week Topics

Week 1 - (Week of January 21)

1. [Wednesday] Course Introduction
 - a. No assigned readings
2. [Friday] *No class meeting*, watch video independently.
 - a. Watch: “History of Climate Negotiations” [Video is available on Canvas > Media Library.]

Week 2 - (Week of Jan 26)

3. [Mon] TBD.
4. [Wed] The science of climate change, Part I.
 - a. Kang, Suchul, and Elfatih A. B. Eltahir. 2018. “North China Plain Threatened by Deadly Heatwaves Due to Climate Change and Irrigation.” *Nature Communications* 9(1): 2894.
 - b. [Optional: *Economist* briefings – six short articles.]
5. [Friday] **Guest Lecturer: TBD** (*Meet in the classroom.*)
 - c. No readings.

Week 3 - (Week of Feb 2)

6. [Mon] The science of climate change, Part II
 - d. Kim, Jiyeon, Ajin Lee, and Maya Rossin-Slater. 2019. “What to Expect When It Gets Hotter: The Impacts of Prenatal Exposure to Extreme Heat on Maternal Health.” *National Bureau of Economic Research Working Paper Series*. <https://www.nber.org/papers/w26384.pdf> (July 6, 2020).
7. [Wed] Institutions of climate politics, Part I
 - e. Harrison, Kathryn, and Lisa McIntosh Sundstrom. 2007. “The Comparative Politics of Climate Change.” *Global Environmental Politics* 7(4): 1–18.
 - f. Johnson, Ayana Elizabeth “I’m a Black Climate Expert. Racism Derails Our Efforts to Save the Planet.” *Washington Post*. <https://www.washingtonpost.com/outlook/2020/06/03/im-black-climate-scientist-racism-derails-our-efforts-save-planet/> (June 3, 2020).
8. [Friday] Institutions of climate politics, Part II
 - g. Ostrom, Elinor. 2010. “Polycentric Systems for Coping with Collective Action and Global Environmental Change.” *Global Environmental Change* 20(4): 550–57.
 - h. Okereke, Chukwumerije. 2018. “Equity and Justice in Polycentric Climate Governance.” In Jordan et al., *Governing Climate Change: Polycentricity in Action?*, Cambridge University Press.

Week 4 - (Week of Feb 9)

9. [Mon] Theories of Change for Decarbonization (meet in class)

- a. Background on the IRA: <https://education.cfr.org/learn/reading/inflation-reduction-act>
- 10. [Wed] Individuals: Public opinion on climate
 - a. Motta et al. 2019. <https://www.washingtonpost.com/politics/2019/06/05/do-most-americans-believe-climate-change-answer-is-more-complicated-than-you-might-think/>
 - b. Parr, Christianna, Nives Dolsak, and Aseem Prakash. 2019. “Analysis | The Amazon Isn’t the Only Forest That’s Burning. Can Consumer Pressure Stop the Destruction?” *Washington Post*.
 - c. Gazmararian, Alexander F., and Dustin Tingley. 2023. *Uncertain Futures: How to Unlock the Climate Impasse*. Cambridge University Press. Chapter 1. pp. 1-33.
- 11. [Friday] No class meeting, watch video independently.
 - a. Watch: “Challenges and Lessons” for Climate Politics [Video is available on Canvas > Media Library.]

Part II: Climate Perspectives, Climate Solutions

Week 5 - (Week of Feb 16)

- 12. [Mon] PRESIDENT’S DAY – No Class.
- 13. [Wed] Social Movements & Parties: From Conservation to Environmentalism
 - a. Karol, David. 2019. *Red, Green, and Blue: The Partisan Divide on Environmental Issues*. Cambridge University Press. Pages 1-15, 64-76
 - b. Prakash, Aseem, and Nives Dolsak. “Americans Say They’re Worried about Climate Change – so Why Don’t They Vote That Way?” *The Conversation*. <http://theconversation.com/americans-say-theyre-worried-about-climate-change-so-why-dont-they-vote-that-way-110874>
 - c. Watch this short video: <https://www.choices.edu/video/why-is-activism-at-the-local-level-so-effective-in-addressing-climate-change/>
- 14. [Friday] Climate Change & Systemic Racism (No class meeting, watch video independently.)
 - 1. https://www.ted.com/talks/david_lammy_climate_justice_can_t_happen_without_racial_justice?language=en#t-558680
 - 2. <https://www.choices.edu/video/how-does-systemic-racism-increase-vulnerability-to-climate-change/>

Week 6 - (Week of Feb 23)

- 15. [Mon] Sustainable investing, Part I
 - 3. Breetz et al. 2018, “The political logics of clean energy transitions.” *Business and Politics*.
 - 4. FT Lex, “Direct Air Capture,” 2022
 - 5. Williams and Campbell 2022, “Carbon pricing reaps ...”, *Financial Times*.

16. [Wed] Sustainable investing, Part II
 - a. Blondeel, Mathieu, Jeff Colgan, and Thijs Van de Graaf. 2019. “What Drives Norm Success? Evidence from Anti–Fossil Fuel Campaigns.” *Global Environmental Politics* 19(4): 63–84.
 - b. Armstrong, Robert. 2020. “The appeal of ESG investing is for dupes only,” *Financial Times* (Aug 24).
 - c. Umunna, Chuka. 2020. “ESG skeptics rely on straw men to discredit change,” *Financial Times* (Sept 3).
17. [Friday] **Guest Lecturer:** Professor Luke Sanford (TBC).
 6. No assigned readings.

Week 7 - (Week of Mar 2)

18. [Mon] Policies: Designing solutions
 - a. Harvey, Hal et al. *Designing Climate Solutions*, Introduction and Chapter 1 (p.1-33)
 - b. Meckling, Jonas, Nina Kelsey, Eric Biber, and John Zysman. 2015. “Winning Coalitions for Climate Policy.” *Science* 349(6253): 1170–1171.
19. [Wed] From Green New Deal to Inflation Reduction Act
 - a. Aronoff, Kate et al. 2019. *A Planet to Win*. Introduction.
 - b. “Wilson Center Expert Analysis of the Inflation Reduction Act,” Aug 15, 2022. Available at: <https://www.wilsoncenter.org/article/wilson-center-expert-analysis-inflation-reduction-act>
20. [Friday] Attend (part of) FSIcon. *No class meeting*.
 - a. No assigned readings.

Week 8 – TEST (Week of Mar 9)

21. [Monday] Review for TEST #1 **(session led by TAs)**
 - a. No assigned readings.
22. [Wed] Lecture Catch-up and Review for Test
 - a. FT Lex 2022, “Carbon capture costs”
- 23. [Fri] In-Class TEST #1**
 - a. [No readings]

Week 9 – (Week of March 16)

GROUP RESEARCH – CHECK-IN WITH T.A. THIS WEEK

24. [Mon] Transnational Governing Arrangements
 - a. Bulkeley, Harriet et al. 2012. “Governing Climate Change Transnationally: Assessing the Evidence from a Database of Sixty Initiatives.” *Environment and Planning C: Government and Policy* 30(4): 591–612.
 - b. Harvey, Hal et al. *Designing Climate Solutions*, Chapter 3 (p.53-68)
25. [Wed] **Guest Lecture: TBD.** *Meet in class*.
 - a. [Readings TBA]

26. [Friday] *No class meeting*. Spring Break Begins.

WEEK OF MARCH 23: SPRING BREAK, NO CLASSES

Week 10 (Week of March 30)

27. [Mon] Narratives: Climate Justice

- b. Stephens, Bret. 2022. "Climate Change is Real. Markets, not Governments, Offer the Cure." *New York Times*.
- c. Birch, Tony. 2016. "Climate Change, Mining and Traditional Indigenous Knowledge in Australia." *Social Inclusion* 4(1): 92–101.
- d. Worland, Justin. 2020. "Why the Larger Climate Movement Is Finally Embracing the Fight Against Environmental Racism." *Time*.
<https://time.com/5864704/environmental-racism-climate-change/> (July 22, 2020).

28. [Wed] Businesses and Climate Lobbying (Lecture by TA)

- a. Kyra Bos, Joyeeta Gupta. 2018. "Climate change: the risks of stranded fossil fuel assets and resources to the developing world." *Third World Quarterly* 39 (3), 436-453
- b. Stokes, Leah. 2020. *Short Circuiting Policy*. Oxford University Press. Chapter 1.

29. [Friday] Guest Lecture: Dr. Kathryn Chelminski (TBC). *Meet in class*.

- a. Readings TBA.

GROUP RESEARCH TOPICS due to TA, in writing, by April 3.

Week 11 - (Week of April 6)

30. [Mon] China and energy investments

- a. Li, Yifei, and Judith Shapiro. *China Goes Green: Coercive Environmentalism for a Troubled Planet*. Cambridge, UK ; Medford, MA: Polity, 2020. Introduction.
- b. Bin, Gu. 2021. "China's Belt and Road Initiative must stop financing new coal power," *Financial Times*.
- c. Williams, Aime. 2022. "China's climate goals need \$14tn for power and transport, says World Bank," *Financial Times*.

31. [Wed] Climate "Realism"

- a. Bill Gates' memo: <https://www.gatesnotes.com/home/home-page-topic/reader/three-tough-truths-about-climate>
- b. Council on Foreign Relations: <https://www.cfr.org/article/we-need-fresh-approach-climate-policy-its-time-climate-realism>

32. [Friday] Communicating Climate Politics. (*No class meeting*, watch video independently.)

- a. Watch: Talking Climate by Dr. Kathryn Hayhoe
https://www.ted.com/talks/katharine_hayhoe_the_most_important_thing_you_can_do_to_fight_climate_change_talk_about_it?language=en#t-1018007

- a. Watch: RI Senator Whitehouse on Carbon Tax and Tariff
<https://www.youtube.com/watch?v=mpwd7VtpW58> – stop at minute 31

Week 12 - (Week of April 13)

33. [Mon] Carbon assets

- a. Colgan, Jeff D., Jessica F. Green, and Thomas N. Hale. 2020. “Asset Revaluation and the Existential Politics of Climate Change.” *International Organization* (2021).
- b. Tooze, Adam. “Why Central Banks Need to Step Up on Global Warming.” *Foreign Policy*. <https://foreignpolicy.com/2019/07/20/why-central-banks-need-to-step-up-on-global-warming/>

34. [Wed] Perspectives on Climate & Markets

- a. Colgan, Jeff D. 2018. “The Market Is Valuing Climate Risk All Wrong.” *Global Policy*. <https://www.globalpolicyjournal.com/blog/06/07/2018/market-valuing-climate-risk-all-wrong> (August 2, 2018).
- b. Javeline, Debra, Tracy Kijewski-Correa, and Angela Chesler. 2019. “Does It Matter If You ‘Believe’ in Climate Change? Not for Coastal Home Vulnerability.” *Climatic Change* 155(4): 511–532.
- c. *The Economist*. 2020. “Hotting up - How much can financiers do about climate change?”

35. [FRI] Climate Politics & the Far Right in Europe. **Guest Lecturer: Nina Hall** (TBC). *Meet in class*.

- a. Reading TBA.

Week 13 - (Week of April 20) Revisiting Theories of Change

36. [Mon] Geoengineering & its Risks (**Lecture by TA**)

- b. Biermann et al. 2022. Solar geoengineering: The case for an international non-use agreement by Biermann et al. (DOI: 10.1002/wcc.754) *WIREs Climate Change* Volume 14 Issue 5.
- c. Parson, Edward A., Holly J. Buck, Sikina Jinnah, Juan Moreno-Cruz, and Simon Nicholson. 2024. “Toward an Evidence-informed, Responsible, and Inclusive Debate on Solar Geoengineering: A Response to the Proposed Non-use Agreement.” *WIREs Climate Change* 15(5): e903. doi:[10.1002/wcc.903](https://doi.org/10.1002/wcc.903).

37. [Wed] Revisiting the Theories of Change for Decarbonization

- a. Bernstein, Steven, and Matthew Hoffmann. 2019. “Climate Politics, Metaphors and the Fractal Carbon Trap.” *Nature Climate Change*: 1–7.

38. [Fri] Climate & Trade. (*No class meeting, watch video independently.*)

- d. Watch this short video: <https://www.choices.edu/video/how-might-international-trade-policies-be-used-to-fight-climate-change/>

Week 14 - (Week of April 27) Assessment & Lecture Wrap-up.

39. [Mon] Humanitarian consequences & Test Review
 - a. Busby, Joshua. 2022. *States and Nature*. Chapter 1.
40. [Wed April 29] In-Class TEST #2
 - b. [No readings]
41. [Fri] Course wrap-up.
 - a. Mach, Katharine J. et al. 2019. “Climate as a Risk Factor for Armed Conflict.” *Nature* 571(7764): 193–197.

Week 15 – Oral Presentations in Groups (Week of May 4)

42. [Mon, Wed, and Friday] Group Presentations to TAs.

OPTIONAL READINGS

1. Keohane, Robert O., and David G. Victor. 2011. “The Regime Complex for Climate Change.” *Perspectives on politics* 9(1): 7–23.
2. IRENA. 2019. “A New World: The Geopolitics of the Energy Transformation,” <https://www.irena.org/publications/2019/Jan/A-New-World-The-Geopolitics-of-the-Energy-Transformation>
3. Hadden, Jennifer. 2015. *Networks in Contention: The Divisive Politics of Climate Change*. New York, NY: Cambridge University Press.
4. Klinsky, Sonja et al. 2017. “Why Equity Is Fundamental in Climate Change Policy Research.” *Global Environmental Change* 44: 170–173.
5. Aklin, Michaël, and Johannes Urpelainen. 2018. *Renewables: The Politics of a Global Energy Transition*. MIT Press.
6. Victor, David, Frank Geels, and Simone Sharpe 2019. *Accelerating the Low Carbon Transition*. Brookings.
7. Van de Graaf, Thijs, Indra Overland, Daniel Scholten, and Kirsten Westphal. 2020. “The New Oil? The Geopolitics and International Governance of Hydrogen.” *Energy Research & Social Science* 70: 101667.
8. Dubash, Navroz. 2019. *India in a Warming World*. Chapter 1.
9. Downie, Christian. 2019. *Business Battles in the US Energy Sector: Lessons for a Clean Energy Transition*. Routledge.
10. Morin, Jean-Frédéric, and Sikina Jinnah. 2018. “The Untapped Potential of Preferential Trade Agreements for Climate Governance.” *Environmental Politics* 27(3): 541–65.
11. Bazilian, Morgan et al. “Four Scenarios of the Energy Transition: Drivers, Consequences, and Implications for Geopolitics.” *WIREs Climate Change*: e625.
12. Conca, Ken, Joe Thwaites, and Goueun Lee. 2017. “Climate Change and the UN Security Council: Bully Pulpit or Bull in a China Shop?” *Global Environmental Politics* 17(2): 1–20.

13. Kennard, Amanda. Forthcoming. “The Enemy of My Enemy: When Firms Support Climate Change Regulation.” *International Organization*: 1–35.
14. Allan, Bentley B. 2017. “Producing the Climate: States, Scientists, and the Constitution of Global Governance Objects.” *International Organization* 71(1): 131–162.
15. Erin Graham, (2020), “Climate Crisis” – Contribution to the Seabrooke and Pevehouse (eds.) *Oxford Handbook of IPE* (forthcoming 2021)
16. Tucker, Todd. “The Green New Deal: A Ten-Year Window to Reshape International Economic Law.” Roosevelt Institute Working Paper
17. Zelli, Fariborz et al., eds. 2020. *Governing the Climate-Energy Nexus: Institutional Complexity and Its Challenges to Effectiveness and Legitimacy*. Cambridge: Cambridge University Press. <https://www.cambridge.org/core/books/governing-the-climateenergy-nexus/87F5A10BD95C94B1245DF2F9CA5D00B5> (August 11, 2020).
18. Penney, Veronica. 2020. “How Facebook deals with climate disinformation,” *New York Times*.
19. Wainwright, Joel, and Geoff Mann. 2018. *Climate Leviathan: A Political Theory of Our Planetary Future*. London ; New York: Verso.
20. Vormedal, Irja, Lars H. Gulbrandsen, and Jon Birger Skjærseth. 2020. “Big Oil and Climate Regulation: Business as Usual or a Changing Business?” *Global Environmental Politics* 10(Y): 1–23.
21. Gaikwad, Nikhar, Federica Genovese, and Dustin Tingley. 2022. “Creating Climate Coalitions: Mass Preferences for Compensating Vulnerability in the World’s Two Largest Democracies.” *American Political Science Review* 116(4): 1165–83.
22. Bolet, Diane, Fergus Green, and Mikel Gonzalez-Eguino. 2024. “How to Get Coal Country to Vote for Climate Policy: The Effect of a ‘Just Transition Agreement’ on Spanish Election Results.” *American Political Science Review* 118(3): 1344–59.

RESOURCES

1. 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.)]. Online at https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15_SPM_version_report_LR.pdf
2. NY Times Climate - <https://www.nytimes.com/section/climate>
3. Washington Post/Monkey Cage Topic Guide: Climate Change – <https://docs.google.com/document/u/1/d/e/2PACX-1vSGX3e4RD5UhofZfaMEKTcce-NFqWaOwXrmoiY9DdSNYiIAUQ07ppgZAwYlIrWf0Z74P-PeQUdj6ecI/pub>

4. HBS Impacted Weighted Accounts: <https://www.hbs.edu/impact-weighted-accounts/Pages/default.aspx>
5. Policy Options, Special Feature: The Evolution of Carbon Pricing in the Provinces, 11 short pieces. <https://policyoptions.irpp.org/magazines/july-2019/the-evolution-of-carbonpricing-in-the-provinces/>
6. Dawn King videos: <https://www.choices.edu/scholar/dawn-king>

Academic Administrative Statements

Privacy Notice

This course has combined sections. It is possible that students from other sections will be able to view who is enrolled in the course (from all sections).

Books, Supplies, and Materials

If your Brown undergraduate financial aid package includes the Book/Course Material Support Pilot Program (BCMS), concerns or questions about the cost of books and course materials for this or any other Brown course (including RISD courses via cross-registration) can be addressed to bcms@brown.edu. For all other concerns related to non-tuition course-related expenses, whether or not your Brown undergraduate financial aid package includes BCMS, please visit the Academic Emergency Fund in E-GAP (within the umbrella of "E-Gap Funds" in UFunds) to determine options for financing these costs, while ensuring your privacy.

Accessibility and Accommodations

Brown University is committed to full inclusion of all students. Please inform me early in the term if you may require accommodations or modification of any of course procedures. You may speak with me after class, during office hours, or by appointment. If you need accommodations around online learning or in classroom accommodations, please be sure to reach out to Student Accessibility Services (SAS) for their assistance (seas@brown.edu, 401-863-9588). Students in need of short-term academic advice or support can contact one of the academic deans in the College.

Class Recording and Distribution of Materials

I would like to record our discussion because some students may be in different time zones, have poor internet connections, or have health issues. This means that we will record all classes to make them available to all students that are enrolled but cannot be present. If you have questions or concerns about this protocol, please contact me so that we can talk through those to also ensure your full participation in this course.

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Instructions for Group Presentation

You may choose to do one of two types of projects:

1. Research presentation on a topic approved by your TAs. Good projects often involve explaining *heterogeneity* (i.e., why some units did A while others did B).
2. Create a “business plan” to solve some problem related to climate change (broadly conceived), inspired by the Hal Harvey textbook. In the plan, you would show how *you* as a group of students/citizens can address it. Identify all of the elements necessary to execute your plan: specific goals, strategy, required funding and resources, timeline, key actors, success indicators, etc.

The format of the group presentation is as follows:

1. You should prepare high quality slides for your presentation. Use of quantitative data is encouraged.
2. Each member of the presentation should be involved in the presentation for roughly equal amounts of time.
3. Aim for about 20 minutes of presentation. Expect 5 minutes of Q&A from your TA. Your TAs are instructed to ask challenging, probing questions – no softball questions.