

## Global Climate Change: Policy and Society ENST 442 - Fall 2024

**Instructor:** Dr. Shannon Gibson  
Professor (Teaching)  
Environmental Studies Program  
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**Class Details:**  
Day/time: T/TH 3:30-4:50  
Classroom: THH 119  
Office Hours: By appointment

### Course Overview:

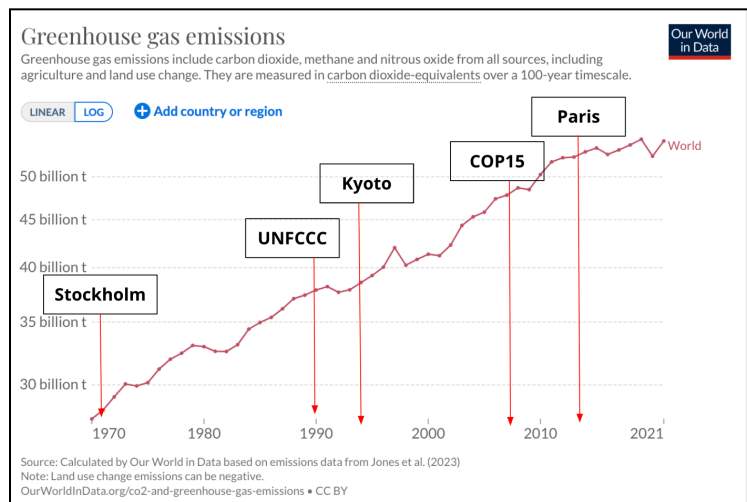
Global climate governance has reached a critical juncture. At this point, world governments have been negotiating and signing successive treaties – creating the United Nations Framework Convention on Climate Change (UNFCCC) (1992), the Kyoto Protocol (1997), the Copenhagen Accord (2009), the Paris Agreement (2015) and more recently the Glasgow Climate Pact (2021) and the Sharm El-Sheik Implementation Plan (2022) - to deal with climate change mitigation and adaptation for 30+ years. And sadly these agreements have yet to achieve the emissions or temperature goals they themselves laid out. Here are a few takeaways from reports published in the last two years alone:

Intergovernmental Panel on Climate Change (2022): *Climate change is already causing widespread disruption in every region in the world with just 1.1 degrees C (2 degrees F) of warming. Withering droughts, extreme heat and record floods already threaten food security and livelihoods for millions of people. Since 2008, devastating floods and storms have forced more than 20 million people from their homes each year.*

### Emissions Gap Report (2022) -

*The report finds that only an urgent system-wide transformation can deliver the enormous cuts needed to limit greenhouse gas emissions by 2030: 45 per cent compared with projections based on policies currently in place to get on track to 1.5°C and 30 per cent for 2°C. This report provides an in-depth exploration of how to deliver this transformation, looking at the required actions in the electricity supply, industry, transport and buildings sectors, and the food and financial systems.*

**While these may seem depressing, there is hope.** The goal of this course is to take an interdisciplinary “deep-dive” into global climate policy and practice. In doing so, we will examine and critically assess the UNFCCC from inception to today, investigate the successes and failures of the Paris Agreement and weigh various governmental, non-state actor and voluntary policies aimed at mitigating and adapting to global climate change. **And we will do so in the vein of keeping an optimistic view of finding solutions and assessing novel ideas posed outside of government efforts.**



## **Learning Objectives:**

1. Describe the history and evolution of global climate change treaties over the last three decades of Conference of Party (COP) meetings.
2. Explain the roles that various state, institutional and non-state actors have played in creating and implementing climate mitigation and adaptation politics over time.
3. Evaluate the effectiveness of various approaches to climate change mitigation and adaptation, locally and globally.
4. Summarize justice-based and intersectional critiques to current global climate policies.
5. Engage in critical thinking, climate modeling and radical reimagination to “construct” possible climate futures.

## **Course Mechanics:**

**Course Norms:** These are important norms for lecture and discussion engagement.

- Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
- Understand that we are bound to make mistakes in this space,** as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
- Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
- Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement.
- Understand that others will come to these discussions with different experiences from yours.** Be careful about assumptions and generalizations you make based only on

your own experience. Be open to hearing and learning from other perspectives.

- Make an effort to get to know other students. Introduce yourself to students sitting near you.** Refer to classmates by name and make eye contact with other students.
- Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.

### **Required Texts and Reading Policies:**

As a 400-level course, completing readings fully and on time is crucial. This course will have approximately 75-100 pages of reading per week. While I will lecture on aspects of the readings, it will usually be to add to what has already been read from my personal experience in climate negotiations and activism. If you do not have the base level of information prior to lecture you will likely be lost (and in a class this small, it will be fairly apparent). So please keep up with our reading schedule and complete readings PRIOR to the day they are assigned.

You do not need to purchase any books for this class as all are available as e-resources via the USC Library and are linked in Brightspace.. If you learn better with a physical book, below the texts we'll be using 50% or more in case you want to order them:

- "The Climate Fix" (2010) by Roger Pielke, Jr. New York: Basic Books.
- "The History of Climate Governance" (2014) by Joyeeta Gupta. Cambridge University Press.
- "Negotiating the Paris Agreement: The Insider Stories." (2021) edited by Jepsen et al. Cambridge: Cambridge University Press.

I also request that you subscribe to a few climate news outlets as part of your required readings which are linked in Brightspace.

### **Grade Breakdown:**

#### Participation (10%):

Participation in this course is very important. First, the class is centered around topics on which you all have an opinion and they are honestly some of the most pressing, unsolved wicked problems of our lifetimes. In order to really get at the crux of why these issues are so persistent, it requires meaningful engagement with the materials and with each other as class colleagues. Second, we are a small class, so if you are not involved or engaged it will be obvious. Put simply, attendance does not equal participation and you should not take this portion of the grade as a given. Also, you do not start with a 100, instead you earn points by being an engaged participant through these three routes:

1. Engaged attendance: This means you are on-time and immersed in our course activities. While I strongly encourage you to bring laptops to class, you should refrain from using them for personal reasons not related to our course tasks.
2. Verbal participation in class: This includes answering questions that I pose, posing your own value-added questions and quality interaction during in-class discussions.
3. Participation in In-Class Activities: This includes active learning exercises, such as small group assignments, worksheets, and case study exercises.

**\*\* Note: this is NOT an attendance grade.** I will not be taking attendance, instead I will be gauging your ability to complete the above three tasks. If you are absent, it is up to you to check the syllabus and Blackboard to complete makeup participation. If you fail to do this, you will receive lower marks or zeros.

### Student Presentation (20%):

Each student will sign up for one week where they will create and deliver a 20-minute presentation on a specific question relating to that day's assigned topic. These presentations are NOT a summary of the assigned readings. Rather you are tasked with conducting your own research and analysis on the question assigned to take us beyond the readings and lecture. While I have provided suggested topics in the syllabus, I am open to you going in a different direction so long as you get it approved ahead of time. I strongly encourage you to make an office hour appointment with me at least 1-2 weeks in advance to discuss your approach.

Rubric and additional instructions provided on Brightspace.

### Engagement Exercises (10% each):

Throughout the semester you will engage with 4 active learning and/or reflection activities. These activities will start in class and then require you to complete them on your own time. In some cases, they also have an in-class presentation portion or are done in groups. Each activity is very different, so it is important that you attend class and follow the instructions carefully. You can find instructions for each activity below in Brightspace > Assignments.

1. Surviving the Century (individual, creative, alternative futures)
2. NYClimate Week Reflection (individual or group, following live events, social media)
3. EN-Roads Country Comparison (group, quantitative, modeling, simulation-based)
4. Geoengineering Reflection (individual, critical thinking, persuasive writing)

### Final Project (30%)

Your final project has two main parts and two due dates / deliverables. The first part of the final project will build off of our experimentation with EN-Roads in Engagement Exercise #3 and the second part will consist of a written assignment due on the day of our scheduled final exam. This project will require a good deal of critical thinking, creativity and internal soul searching as you strive to make a case for how we 1.) keep 1.5 degrees alive and 2) re-envision the UNFCCC COP system.

Rubric and additional instructions provided on Brightspace.

### **Weighted Grade Summary:**

Participation	10%
Student Presentation	20%
Engagement Exercises	40% (4 x 10%)
Final Project	30%
<b>TOTAL</b>	<b>100%</b>

Please consult carefully, this scale may be different than what you've had in other classes.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-50	< 50

### **Course Policies:**

**Email Communication:** Email is the best way to contact me!!! When emailing, please make sure to address it properly, include your course number and section, and be clear in your request. All emails will be responded to within 48 hours, but please do not expect responses after 5 pm or on weekends / holidays.

**In-class Communication:** I respectfully ask that you not line up to ask me questions after class. It's not that I don't want to help you or discuss your concerns, but I must leave immediately after class for personal reasons.

**Grading:** I am always happy to discuss with you how you can improve your work, but I will not "regrade work" or consider grade revisions that have nothing to do with your actual submitted work (i.e., scholarship eligibility, GPA needs, grad applications and things of that nature.) If you do have a grade objection, that should be emailed to me with a written explanation of what you feel was graded incorrectly accompanied by supporting information (i.e., referencing the textbook or slides), within 1 week.

**Extra Credit:** In order to maintain fairness to all, I will never offer individual extra credit. Please do not ask. I may elect to offer extra credit to the whole class, but this is never guaranteed.

**Deadlines:** Deadlines are an important part of life and we should make every effort to meet them. Late work will be deducted ½ a letter grade at the due time and then per 24 hours late. That being said, I realize there is a lot going on in the world, so if something legitimate comes up, please reach out to me as early as possible to discuss options. Please note, if I feel like my lenience is being taken advantage of, I may have to reconsider some of the flexibility being offered.

**Statement for Students with Disabilities:** USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers and for approving and generating a Letter of Accommodation (LOA). The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu)

**Statement on Academic Integrity:** Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. The full student handbook section on Academic Integrity is available in the [Student Handbook, pgs. 11-13](#).

**Diversity and Inclusivity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. As such, I hope to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. I might not always succeed, but this is my desire. If you have suggestions on materials, readings or topics, they are always welcome. I encourage you to let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

**Flexibility & Compassion:** Even though we are emerging from the pandemic, I understand that things don't always go the way we expect, for you and for me. There are mental health stresses, childcare issues, things that pop up to hinder our work that don't easily fit in the "sickness or documented emergency" box that the university lays out. If you are struggling, come talk to me (preferably with an idea of what you need from me to get you through whatever assignment or deliverable you are struggling with). Together we will work something out. Vice versa, I kindly ask that you extend the same courtesy to me should I need to reschedule office hours, need a bit more time to respond to an email and so on.

**Should you need additional support, please consult these resources:**

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call Free and confidential therapy services, workshops, and training for situations related to genderbased harm. <https://engemannshc.usc.edu/rsvp/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086 Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support SOWK 637 – Wellness, Recovery, and Integrated Care 23 Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710 Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa>

Diversity at USC – <https://diversity.usc.edu/> Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

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## Course Schedule

### Reading Key:

- **[USC Library]** - You can copy and paste the title into the search function of the USC Library website.
- **[BB]** - Posted on Blackboard > Lecture Modules > Readings.
- **[Online]** - Click the hyperlink and read.
- **[YFI]** - You find it! This is me empowering you to find academic resources on your own! We will walk through this process in class.

<u>Lecture Topic</u>	<u>Reading Materials</u>	<u>Exercises / Deliverables</u>
<b>T 8/27</b> Introduction to Class and Icebreaker	<a href="#">[Listen]</a> “The Interview: Ayana Elizabeth Johnson has an antidote to our climate delusions” (28 mins).  Spend 30 minutes researching media on COP29 and post at least one question about global climate policy to the Brightspace Activity Feed.	In-Class Disc: Introducing ourselves + KWL Chart on Climate Change & Governance
<b>TH 8/29</b> The Climate Science “Debate”	[USC Library] Pielke, Jr., The Climate Fix, Ch. 1 “Dinner Table Climate Science for Common Sense Climate Policy”, pgs. 1-34	In-Class Disc: Responding to climate deniers and trolls - should we, if so, how?
<b>T 9/3</b>	No readings.	<b>Engage #1: Survive the Century.</b>
<b>TH 9/5</b>	No readings.	<b>Engage #1: Survive the Century.</b>
<b>T 9/10</b> Climate Change as Long-Term Global Governance Issue	[BS] Sprinz, Detlef F. 2009. “Long-Term Environmental Policy: Definition, Knowledge, Future Research.” <i>Global Environmental Politics</i> 9 (3), 1-8  [BS] Hovi et al. 2009. “Implementing Long-Term Climate Policy: Time Inconsistency, Domestic Politics, International Anarchy” <i>Global Environmental Politics</i> (2009) 9 (3): 20–39.	In-Class Disc: How to find a journal article!  <b>Engage #1 due @ Midnight:</b>

<p><b>TH 9/12</b></p> <p>Climate Governance Origins: From Early Days to the UNFCCC</p>	<p>[USC Library] Gupta, J. (2014) Ch. 3 “Setting the Stage: defining the climate problem (until 1990)” pgs. 39-58</p> <p>[USC Library] Gupta, J. (2014) Ch. 4 “Institutionalizing key issues: the Framework Convention on Climate Change (1991-1996)” pgs. 59-77</p> <p>Skim: <a href="#">[Online]</a> ENB Summary report, 16–19 January 2024 60th Session of the IPCC (IPCC-60)</p>	<p>Student Presentation 1: What are the Benefits and Critiques of the IPCC?</p> <p>What happened at IPCC 60 &amp; 61 meetings?</p>
<p><b>T 9/17</b></p> <p>Climate Governance I: The Kyoto Protocol</p>	<p>[USC Library] Gupta, J. (2014) Ch. 5 “Progress despite challenges: towards the Kyoto Protocol and beyond (1997–2001)” pgs. 78-98</p> <p>[USC Library] Pielke, Jr. (2011) The Climate Fix, Ch. 2 “What we Know for Sure, but Just Ain’t So”, pgs. 35-60</p>	
<p><b>TH 9/19</b></p> <p>Climate Governance II: COP15 and the “Copenhagen Accord” Debacle</p>	<p><a href="#">[Online]</a> Happaerts &amp; Bruyninckx. (2013) “Working Paper No. 124 – Rising Powers in Global Global Climate Governance: Negotiating in the New World Order.” Leuven Centre for Global Governance Studies.(25 pgs.)</p> <p>[YFI] Fisher, D. (2010) “COP-15 in Copenhagen: How the Merging of Movements Left Civil Society Out in the Cold.” <i>Global Environmental Politics</i>, Volume 10, Number 2, May 2010, pp. 11-17</p> <p>[YFI] Hari, J. “The Wrong Kind of Green” in <i>The Nation</i>, March 4, 2021</p>	<p>Student Presentation 2: What were the competing narratives on the COP15 Meltdown?</p>
<p><b>Engage #2</b></p>	<p><b>Climate Week NY starts 9/22 - 9/29</b></p>	<p><b>Engage #2 completed at home and due 10/2.</b></p>
<p><b>T 9/24</b></p> <p>Climate Governance III: The Paris Agreement</p>	<p>[USC Library] Chasek, P. (2021) “The Paris Negotiations: Background and Context” in <i>Negotiating the Paris Agreement: The Insider Stories</i>. Pgs. 20-45</p>	<p>In-Class Disc.: Do we agree with Falkner and what would a more effective treaty look like?</p>



	[YFI] Falkner, R. "The Paris Agreement and the new logic of international climate politics" <i>International Affairs</i> , Volume 92, Issue 5, September 2016, Pages 1107–1125.	
<b>TH 9/26</b> Climate Governance IV: From Paris and Beyond	<a href="#">[Online]</a> "The Six Biggest Takeaways from COP28." <i>Smithsonian Magazine</i> . Dec. 22, 2023. <a href="#">[Online]</a> (Read: <b>Brief Analysis section</b> ) Summary report, 30 November – 13 December 2023 UN Climate Change Conference - United Arab Emirates Nov/Dec 2023. <i>IISD, Earth Negotiation Bulletin</i> . <a href="#">[Online]</a> "SB60 Press Release: CAN Outlook Reaction." <i>Climate Action Network</i> . June 13 2024. <a href="#">[Online]</a> "Finance, climate action plans, and carbon markets: What to expect at COP29." <i>University of Cambridge</i> . 2024.	In-Class Disc: Comparing cover decisions.
<b>T 10/1</b> Actors I: The Global North	[USC Library] Betts, P. (2021) "The EU's Role in the Paris Agreement." in <i>Negotiating the Paris Agreement: The Insider Stories</i> . Pgs. 111-138 [USC Library] Biniiaz, S. (2021) "The United States: Interesting Processes and Techniques Lined the Road to Paris." in <i>Negotiating the Paris Agreement: The Insider Stories</i> . Pgs. 139-159	Student Presentation 3: Who is a climate leader in the Global North?
<b>TH 10/3</b> Actors II: The Global South	[USC Library] Zhenhua, X. (2021) "The Paris Agreement and China's Imprint." in <i>Negotiating the Paris Agreement: The Insider Stories</i> . Pgs. 97-110. [USC Library] Halkyer, R. (2021) "COP21 - Complaints and Negotiations: The Role of the Like-Minded Developing Countries Group and the Paris Agreement" in <i>Negotiating the Paris Agreement: The Insider Stories</i> . Pgs. 160-181	Student Presentation 4: Who is a climate leader in the Global South?

	<p><a href="#">[Online]</a> Foley et al. (2023) "Understanding 'Islandness'." <i>Annals of American Association of Geographers</i>, Open Access.</p>	
<b>T 10/8</b>	<p>Guest Lecture OR Introduction to Final Project <a href="#">[Video]</a> Simulating solution climate pathways.</p>	<i>To be determined.</i>
<b>TH 10/10</b>	<b>FALL BREAK - No Class</b>	
<p><b>T 10/15</b></p> <p>Actors III:</p> <p>Environmental NGOs</p>	<p>[USC Library] Morgan, J. (2021) "The Power of Civil Society." in <i>Negotiating the Paris Agreement: The Insider Stories</i>. Pgs. 245-264</p> <p><a href="#">[Online]</a> Nasiritousi &amp; Hjerpe. (2016). "The roles of non-state actors in climate change governance: understanding agency through governance profiles." <i>International Environmental Agreements</i> 16: 109-126.</p> <p><a href="#">[Online]</a> Marika Gereke &amp; Tanja Brühl (2019) Unpacking the unequal representation of Northern and Southern NGOs in international climate change politics, <i>Third World Quarterly</i>, 40:5, 870-889.</p>	<p>Student Presentation 5: What is the Group of 10 - the good, the bad and the ugly?</p>
<p><b>TH 10/17</b></p> <p>Actors IV:</p> <p>Grassroots and Justice-Based Movements</p>	<p>[BS] Wapner, P. (2012) "After nature: environmental politics in a postmodern age" in <i>Handbook of Global Environmental Politics, Second Edition</i>. Pgs. 431-442.</p> <p>[BS] Reitan, R. &amp; S. Gibson. (2012) Climate Change or Social Change? Environmental and Leftist Praxis and Participatory Action Research, <i>Globalizations</i>, 9:3, 395-410.</p> <p><a href="#">[Online]</a> de Moor, J. (2020). "Alternative globalities? Climatization processes and</p>	<p>Student Presentation 6: What does a Feminist take on climate change look like?</p>

	the climate movement beyond COPs.” <i>International Politics</i> , 58: 582-599.	
<b>T 10/22</b>  Radical Environmental Activism	<a href="#">[Podcast]</a> “Get Up, Stand Up: What Actions Move the Needle?” <i>Climate One</i> . May 5, 2023. (1 hour.)  <a href="#">[Online]</a> “How this climate activist justifies political violence.” by D. Marchese in <i>New York Times</i> . Jan. 16 2024.  <a href="#">[Online]</a> Young & Walters (2024). “What the climate movement’s debate about disruption gets wrong.” <i>Humanities and Social Sciences Communications</i> . 11.	Student Presentation 7: Climate Justice / TBD
<b>TH 10/24</b>  Actors V:  Business and Industry	<a href="#">[USC Library]</a> Howard, S. (2021) “Business: Creating the Context.” in <i>Negotiating the Paris Agreement: The Insider Stories</i> . Pgs. 265-283  <a href="#">[USC Library]</a> O’Neill, K. (2009) “Non-state global environmental governance” in <i>The Environment and International Relations</i> . Pgs. 167-196.	Student Presentation 8: Is it CSR or Greenwashing?
<b>T 10/29</b>  Mitigation I:  Overview of Decarbonization	<a href="#">[USC Library]</a> Pielke, Jr., The Climate Fix, Ch. 3 “Decarbonization of the Global Economy”, pgs. 61-80  <a href="#">[Online]</a> Fawzy et al. (2020) “Strategies for mitigation of climate change: a review.” <i>Environmental Chemistry Letters</i> . 18:2069–2094  <a href="#">[YFI]</a> Andersen et al. (2019) “Natural Climate Solutions are Not Enough.” <i>Science</i> , 2019 Mar 1; 363 (6430): 933-934.	<b>Engage #3: Country Comparisons in EN-Roads</b>
<b>TH 10/31</b>  Mitigation II:  Comparing State-Based Mitigation	<a href="#">[USC Library]</a> Pielke, Jr., The Climate Fix, Ch. 4 “Decarbonization Policies Around the World”, pgs. 81-116	<b>Engage #3 Work Session</b>

Approaches		
<b>T 11/5</b> Mitigation III: Flexible Mechanisms, Offsetting and Carbon Trading	<a href="#">[Online]</a> “Carbon Trading: Will it solve global warming?” in <i>CQ Researcher</i> by Jennifer Weeks.  <a href="#">[Online]</a> Gifford, L. (2020) “You can’t value what you can’t measure”: a critical look at forest carbon accounting.” <i>Climate Change</i> . 161:291–306.	<b>Engage #3: EN-Roads Slide Presentations</b>
<b>TH 11/7</b> Adaptation I: The Shift from Mitigation to Adaptation	[USC Library] Pielke, Jr., <i>The Climate Fix</i> , Ch. 7 “Disasters, Death and Destruction”, pgs. 161-190  <a href="#">[Online]</a> Biagiani et al. (2014). “A typology of adaptation actions: A global look at climate adaptation actions financed through the Global Environment Facility.” <i>Global Environmental Change</i> . 25: 97-108.  <a href="#">[Online]</a> Petzold, J. (2020) “Indigenous knowledge on climate change adaptation: a global evidence map of academic literature.” <i>Environmental Research Letters</i> . Pgs. 1-14.	
<b>T 11/12</b>	No Readings - In-Class Documentary	<b>Engage #4: Geoengineering Reflection</b>
<b>TH 11/14</b> Adaptation II: Geoengineering Options: From SRM to CCS	[USC Library] Pielke, Jr., <i>The Climate Fix</i> , Ch. 5 “Technological Fixes and Backstops”, pgs. 117-142  <a href="#">[Online]</a> Burns, W. (2016) “Human Rights Dimensions of Bioenergy With Carbon Capture and Storage: A Framework for Climate Justice in the Realm of Climate Geoengineering” in <i>Climate Justice: Case Studies in Global and Regional Governance Challenges</i> (Randall Abate, ed. 2016, Environmental Law Institute)	Student Presentation 9: Does a focus on adaptation distract from mitigation?

	<p><a href="#">[Online]</a> “U.N. slams carbon removal as unproven and risky” <i>EENews by Politico</i>, 2023.</p> <p><a href="#">[Online]</a> (PERUSE/SKIM!) “Report: Nature Based Solutions for Climate Change.” IUCN.</p>	
<p><b>T 11/19</b></p> <p>Climate Finance I:  Funding for Mitigation and Adaptation</p>	<p><a href="#">[Online]</a> Strobel &amp; Wurgler. (2021). “What do you think about climate finance?” <i>Journal of Financial Economics</i>. (42)2: 487-498.</p> <p>[YFI] Roberts et al. “Rebooting a failed promise of climate finance.” <i>Nature Climate Change</i>, Vol 11, March 2021, pgs. 180-182.</p>	<p>Student presentation 10: What does effective climate finance look like?</p>
<p><b>TH 11/21</b></p> <p>Climate Finance II:  Funding for Loss &amp; Damages</p>	<p><a href="#">[Online]</a> Gibson, S. (2023) “Don’t applaud the COP28 loss and damage fund just yet - here’s whats missing.” <i>The Conversation</i>.</p> <p><a href="#">[Online]</a> Falzon et al. (2023) “Tactical Opposition: Obstructing Loss and Damage Finance in the United Nations Climate Negotiations.” <i>Global Environmental Politics</i>, 1-25.</p> <p><a href="#">[Online]</a> Lai et al. (2022) “Climate justice for small island developing states: identifying appropriate international financing mechanisms for loss and damage.” <i>Climate Policy</i> (22) 9: 1213-1224.</p> <p>Optional / to skim:</p> <p><a href="#">[Online]</a> Warner &amp; van der Deest. (2013) “Loss and damage from climate change: local-level evidence from nine vulnerable countries.” <i>International Journal of Global Warming</i>. (5) 4: 367-386.</p>	<p>Student presentation 11: What is the Global Shield in relation to L&amp;D? Is this a viable alternative or complement?</p>
<p><b>T 11/26</b></p> <p>So What’s Next?</p>	<p>[USC Library] Pielke, Jr., <i>The Climate Fix</i>, Ch. 9 “Obliquity, Innovation, and a Pragmatic Future for Climate Policy”, pgs. 217-238</p> <p>[USC Library] Walker et al. (2021) “Conclusion: The Landscape of Multilateral Agreement in Paris and</p>	

	<p>Beyond.” in <i>Negotiating the Paris Agreement: The Insider Stories</i>. Pgs. 314-338</p> <p>[BS] Widick &amp; Foran. “Whose Utopia? Our Utopia! Competing Visions of the Future at the UN Climate Talks.” <i>Nature and Culture</i> 11(3), Winter 2016: 296–321.</p>	
<b>TH 11/28</b>	<b>No Class</b>	<b>Happy Thanksgiving</b>
<b>T 11/28</b>	<b>EN-Roads Presentations</b>	All students attend to complete peer evaluations.
<b>TH 11/30</b>	<b>EN-Roads Presentations</b>	All students attend to complete peer evaluations.

**Final Presentation DUE:** 5 pm on Dec 12, 2024