

Urban and Environmental Policy 230, Fall 2022
Climate Justice: Theory and Practice, Wednesdays 1:55pm-4:50pm PT
Treehouse N
zoom link: <https://occidental.zoom.us/j/81085506954>, Meeting ID 810 8550 6954,
Passcode 196001
Professor Caroline Farrell

Course Logistics

Professor's email: cfarrell@oxy.edu. During the semester, you can expect a response within 48 hours. If it is a question that can be answered by reviewing the syllabus or course Moodle page, I would encourage you to do that before emailing me.

Office Hours: Wednesdays, 12-1:30 in person at the UEP Institute or by appointment by zoom.

All readings will be posted on Moodle. Please check Moodle before every class, as readings may change over the course of the semester. Sometimes link may be broken or may no longer work. Please try a different internet search before contacting me about the readings no longer being available. I will monitor this throughout the semester as well and find replacement readings if needed.

UEP 230 is a 4-unit course. It is expected that students in this class will be devoting at least twelve (12) hours a week (including in-class time) on average.

Class Format and Zoom Link

For this semester, we will meet in person, but I will also have a zoom option available if needed. If you are not feeling well or may have an exposure to COVID-19, do not attend class in person. Make use of the zoom link. When in person, all class participants will be required to wear a mask. This is currently the college's policy, but we may continue this practice if the college changes its policy during the semester. Whether virtual or in person, we will take regular breaks and there will be different class formats throughout the semester. We will have presentations, group discussions, guest speakers (TBD), and small group work. There will be at least one class where I will pre-record a lecture and we will only meet for 90 minutes on zoom. I detail that in the syllabus.

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What are the goals of this course?

This course focuses on "climate justice," so we will discuss less the scientific aspects of drivers of climate change and focus more on how climate change interacts with society. The goals of this course are to understand what causes climate change, what are the impacts of climate change, and explore the socio-economic aspects of climate change. Students will critically analyze the

relationship between race, class, and climate change. We will also touch on policy proposals to address climate change, ranging from Cap and Trade to the Green New Deal to the recently passed Inflation Reduction Act. After taking this course, students should be able to understand the socio-economic challenges to climate change and have an understanding of different policy approaches to addressing the climate crisis.

Course Requirements

Participation (30%): You are expected to do all of the course readings and keep up to date. This is a reading intensive seminar. Attendance and preparation is required. Participation in class (coming to class and being a part of it, or communicating with me in a timely manner if you can't come to class) counts for 20% of your grade. Your participation in class will also be evaluated based on your ability to contribute to the class discussions as a whole. If we are all present and considerate of others, we can develop a classroom community that will help foster learning from me and also learning from your peers.

Be mindful of your own contribution but also the overall classroom dynamic. Listen attentively to others, recognize when to “move up” and “move back” to contribute to a productive discussion that enables meaningful participation by others in the class.

Participation also includes preparing reaction papers for each class. We will spend the beginning of class discussing the reaction papers and they will provide the foundation for your midterm and final exam.

Midterm Exam (25%): You will have a 24-hour take-home mid-term on **Wed. _____**. The midterm will be discussed in more detail in class.

Group Presentation (25%): You will work with classmates to research and present an in-depth case study of climate justice in the U.S. or globally. More details will be discussed in class.

Final Paper (20%): Final papers are due **Friday, _____ by 5pm.**

Graded Assignment	Date Due
Midterm	Handed out Wed. October 12, due Thur. October 13 by 5pm.
Group presentations	Wed. November 16th
Final Paper	Friday December 9th by 5pm

COURSE POLICIES

Academic Ethics and Plagiarism Policy

Students are expected to comply with the Student Handbook, in particular the section on [Academic Ethics](https://www.oxy.edu/student-handbook/shared-academic-integrity-commitment/academic-ethics). <https://www.oxy.edu/student-handbook/shared-academic-integrity-commitment/academic-ethics>

Whenever outside sources are used, they must be properly credited. Plagiarism consists of any form of passing off, or attempting to pass off, the knowledge or work of others as your own. It is a form of cheating. Examples of plagiarism include: unattributed quotations from a book, magazine or article; copying from the notes or essays of others; the submission of work actually written or dictated by others; and unattributed use of other people's ideas. Remember, plagiarism includes information from books, newspapers, journals and the Internet.

I randomly check sentences in students' papers to see if there is plagiarism. If you are caught plagiarizing, you will automatically fail this course. Plagiarism is also grounds for possible expulsion from the college. Students should consult Occidental's student handbook for information on academic misconduct policy at the college: <http://www.oxy.edu/student-handbook/academic-ethics/academic-misconduct>.

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Classroom Community

This course is intended to provoke discussion and new understandings of climate change. Toward this end, the course will grapple with discussions about inequity, power, race, class, and gender. We expect our classroom to be a productive space for open, honest, and thoughtful discussion that recognizes and respects differences and acknowledges the broad range of knowledge we bring to the classroom and discussion. Please remember that our focus in this course is the issues, texts, course materials and presentations themselves, and not the personalities, identities, or opinions of other participants in the discussion.

Support Services

Writing Center: The college provides a set of resources to students to support them in learning. The [Writing Center](#) provides writing assistance to students to develop ideas, draft, and revise papers. I would strongly encourage you to visit the Writing Center if you feel you need more intensive feedback on your writing.

Disability Services: Students with documented disabilities who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester or as soon as possible thereafter. Any student who experiences significant physical or mental impairments may contact Disability Services at (323) 259-2969 to learn about

available services and support. More information is available at <http://www.oxy.edu/disability-services>

Emmons: The Emmons Wellness Center also provides important support services and can help you address issues of stress, medical and mental health, and overall well-being. For more information, see their website at <http://www.oxy.edu/emmons-wellness-center>

Accommodations for Reasons of Faith and Conscience: Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/office-religious-spiritual-life>

Title IX: In the event that you choose to write or speak about having experienced sexual or interpersonal violence, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual harassment, as a designated Responsible Employee, I must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:

- Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)

The sexual misconduct policy, along with additional resources, can be found at: <http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>. If you would like to contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

COVID-19 Statement

You are trying to learn- and I am trying to teach- during a global pandemic. In the best-case scenario, it means the semester will be more stressful than usual. In the worst case, many, many terrible things can happen. But, we still have to try to be present and engage, as best we can. I expect you to turn assignments in on time and come to class prepared. But, again, global pandemic. You are in less than ideal situations, and I am also in a less than ideal situation. So, let's agree we will all try our best and we will communicate our needs and constraints. I will promise to be flexible and empathetic and you will also promise to be flexible and empathetic. Together, we will get through this. The most important thing is communication. Please let me know if there are issues. It is much better to tell me beforehand if you are struggling to finish an

assignment than ask for an extension after the deadline. In general, I do not grant extensions but if you talk to me beforehand, we can figure out a timeline that works for both of us.

Week 1: Wed. August 31

Class overview
What is Climate Change?

Reading: *Historical Overview of Climate Change Science*:
<http://biblioteca.climantica.org/resources/37/05-ar4wg1-ch01-historicaloverview.pdf>

Week 2: Wed. Sept 7

Where do emissions come from? The relationship between capitalism and climate change

Readings:
Climate Change and Capitalism: <https://journals.cdrs.columbia.edu/wp-content/uploads/sites/25/2016/09/408-1121-2-PB.pdf>

EPA: *U.S. Greenhouse Gases and Sinks*:
<https://www.epa.gov/sites/production/files/2016-04/documents/us-ghg-inventory-2016-chapter-executive-summary.pdf>

The Science of Climate Change: What is happening to oceans, glaciers, and land?

Readings:
IPCC: Oceans:
http://www.ipcc.ch/pdf/assessment-report/ar5/wg2/WGIIAR5-Chap6_FINAL.pdf

IPCC: Food Security and Food Production (Sections 7.1-7.4):
http://www.ipcc.ch/pdf/assessment-report/ar5/wg2/WGIIAR5-Chap7_FINAL.pdf

(Group discussions and presentation in-class- present impacts)

Week 3: Wed. Sept. 14

The politics of climate change: What causes climate denial?

Readings:
Mike Hulme, *Why We Disagree about Climate Change: Understanding Controversy, Inaction, and Opportunity*, Ch. 3 - *The Performance of Science*, Ch. 5- *The Things We Believe*

Assessing ExxonMobil's climate change communications (1977–2014):
<http://iopscience.iop.org/article/10.1088/1748-9326/aa815f/pdf>

Sam Knights, *The Climate Movement Must Be Ready To Challenge Rising Right-Wing Environmentalism*,
<https://jacobinmag.com/2020/11/climate-change-right-wing-environmentalism-alt-right-eco-fascism>

Week 4: Wed. Sept. 21

We will have a virtual class and Invite to Dana Johnson, WE ACT for Environmental Justice and Environmental Justice Leadership Forum as possible guest speaker.

Climate change and people

Readings:

Climate Change and Social Inequity:
https://www.un.org/esa/desa/papers/2017/wp152_2017.pdf

Rethinking climate refugees and climate conflict: Rhetoric, reality and the politics of policy discourse:
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.475.366&rep=rep1&type=pdf>

Climate, Covid, and Race series:

- The Bronx: <https://www.dataforprogress.org/blog/5/18/bronx-is-epicenter-for-coronavirus>
- Albany, Georgia: <https://www.dataforprogress.org/blog/5/6/coronavirus-and-racism-combine-in-georgia>
- Detroit: <https://www.dataforprogress.org/blog/4/23/coronavirus-climate-communities-of-color>

Week 5: Wed Sept. 28

Equity, cont'd and the cost of carbon

Reading:

Global Issues: *Climate Justice and Equity:*
<http://www.globalissues.org/article/231/climate-justice-and-equity>

Pricing the Priceless: Cost-Benefit Analysis of Environmental Protection:

<http://0-www.jstor.org.oasys.lib.oxy.edu/stable/pdf/3312947.pdf>

Social Cost of Carbon:

<https://www3.epa.gov/climatechange/Downloads/EPAactivities/social-cost-carbon.pdf>

Market Mechanisms: Understanding Solutions:

<https://www.c2es.org/docUploads/market-mechanisms-brief.pdf>

Week 6: Wed. October 5

Guest Speaker: Mad Stano, Policy Counsel, MCE, a clean energy provider

Market-based solutions, part 2

Lawsuit by low-income groups may delay climate law:

<http://californiawatch.org/dailyreport/lawsuit-low-income-groups-may-delay-climate-law-8582>

Why the environmental justice lawsuit against California's climate law is misguided:

<http://grist.org/climate-policy/2011-05-23-environmental-justice-lawsuit-against-californias-climate-law/>

Determining the Fate of AB 32: <https://www.law360.com/articles/226089/determining-the-fate-of-ab-32>

Landmark U.S. Federal Climate Lawsuit: <https://www.ourchildrenstrust.org/us/federal-lawsuit/>

Week 7: Wed October 12- TAKE HOME MIDTERM WILL BE UPLOADED TO MOODLE AT 2pm, DUE THURSDAY, October 13 at 5pm

Week 8: Wed. October 19

Federal Climate Policy The Green New Deal, Inflation Reduction Act, Justice 40 (readings to come)

Designing a Green New Deal.

Week 9: Wed October 26

Guest lecture: Invite to Ana Padilla, UC Merced Community and Labor Center

Climate solutions: Climate Jobs

Reversing Inequality and Combatting Climate Change: A Climate Jobs Program for New York State: <https://www.ilr.cornell.edu/worker-institute/nys-projects/reversing-inequality-combatting-climate-change>

Dimitris Stevis, *Green Jobs? Good Jobs? Just Jobs? USA Labour Unions Confront Climate Change:*
https://www.researchgate.net/publication/283297601_Green_Jobs_Good_Jobs_Just_Jobs_USA_Labour_Unions_Confront_Climate_Change

Week 10: Wed. Nov. 2nd

Climate solutions: Just Transition

J. Mijin Cha, *A Just Transition: Why Transitioning Workers into a New Clean Energy Economy Should Be at the Center of Climate Change Policies:*
<https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=1796&context=elr>

Cha, et. al, *A Roadmap to an Equitable Low-Carbon Future: Four Pillars for a Just Transition:*https://dornsife.usc.edu/assets/sites/242/docs/JUST_TRANSITION_Report_FINAL_12-19.pdf

Week 11: Wed. Nov. 9: IN-CLASS PREP FOR PRESENTATIONS

Week 12: Wed. Nov. 16- IN-CLASS PRESENTATIONS

Week 13: Wed. Nov 23- THANKSGIVING NO CLASS

Week 14: Wed. Nov 30th

Emerging Issues in Climate Policy

Reading to be assigned

Final Project Assignment Distributed

FINAL PAPER DUE: FRIDAY DEC 9th TH AT 5PM