



## ENVIR ST 349: Climate Change Governance. Spring 2024

**Meeting Times and Locations:** Mondays and Wednesdays 11:00-11:50 AM in 19 Ingraham Hall, + discussion sections.

**Instructional Mode:** In-person

**Canvas Course URL:** <https://canvas.wisc.edu/courses/398953>

**Credits:** 3, earned through 2.5 hours of classroom or direct faculty/instructor instruction and a minimum of 6 hours of out-of-class student work each week over approximately 15 weeks.

### INSTRUCTOR AND TEACHING ASSISTANTS

Instructor: Dr. Leah Horowitz  
Email: [lorowitz@wisc.edu](mailto:lorowitz@wisc.edu)  
Phone: (608) 890-3803  
Office: 80 Science Hall  
Zoom room: <https://uwmadison.zoom.us/j/7253025821>  
Office Hours: Wednesdays 9:45-10:45 AM, or by appointment

Teaching Assistant: Rachel Banda  
Sections: 301, 302, 304, 308  
Email: [pinifoloband@wisc.edu](mailto:pinifoloband@wisc.edu)  
Office: 175 Science Hall  
Zoom room: <https://uwmadison.zoom.us/j/3224098559>  
Office Hours: Wednesdays 12:00-1:00 PM, or by appointment

Teaching Assistant: Nilanjan Biswas  
Sections: 303, 305, 306, 307  
Email: [nbiswas2@wisc.edu](mailto:nbiswas2@wisc.edu)  
Office: 175 Science Hall  
Zoom room: <https://uwmadison.zoom.us/j/2303978175>  
Office Hours: Thursdays 4:00-5:00 PM, or by appointment

During their office hours (or by appointment), the instructor and TAs will be available in their offices. If you would like to meet via Zoom, please request a Zoom meeting ahead of time.

## **OFFICIAL COURSE DESCRIPTION**

Climate change is being felt, and addressed, at every level of society, from the individual to the global scale. This course examines efforts to mitigate climate change. In the first half of the semester, we will learn about initiatives that are being implemented through international treaties; national, state, and municipal government policies; corporate programs; and individual behavior. We will examine the advantages and disadvantages of each approach, their successes, and the obstacles they have faced. In the second half of the semester, we will evaluate various forms of climate activism as a means of advocating for meaningful action on climate change.

**Requisites:** Sophomore standing

## **LEARNING OUTCOMES**

1. Be aware of different initiatives used in addressing climate change at a range of scales and that draw upon a variety of conceptual frameworks.
2. Critically evaluate these initiatives, placing them into their social, political, economic, and cultural contexts.
3. Demonstrate skills in articulating understandings of these approaches, in both oral and written form.
4. Demonstrate enhanced confidence in making presentations to the class and contributing to class activities.
5. Think creatively in evaluating and designing climate change governance approaches.

## **DISCUSSION SESSIONS**

In addition to lectures, each student has been assigned to a discussion section for this course.

## **REQUIRED READINGS**

All reading assignments will be posted on Canvas, in each week's folder.

## **COURSE FORMAT**

This course is designed to be interactive, participatory, and engaged. Each Monday and Wednesday, we will meet as a class for 50 minutes. You have also been assigned to a discussion section, which will meet weekly.

N.B.: Lost files are not an excuse. You will not receive an extension if you have not backed up your files and they have been lost, which happens all the time. Don't let it happen to you!

Students will be responsible for the following course components.

### *1. Lectures*

You are expected to attend all lectures. There will be an opportunity after each lecture to engage with the material by asking questions and listening to your classmates' questions. On Wednesdays, we will have workshops in small-group teams (see Exercises below).

In the (very rare) event you are unable to attend class, all lectures will be livestreamed and recordings will be made available on the Canvas course page when they have finished processing. All lectures are essential course material, as your Midterm Exam and Just Transitions Project (see below) will require demonstration of comprehensive understanding of and engagement with the concepts presented in the lectures.

As a reward for arriving on time and paying attention in class, you will have the opportunity to earn points from pop quizzes during 12 randomly selected lectures. Each time, you will have a few minutes to answer one multiple-choice question about a previous lecture, and the correct answer will give you half a point. You are allowed to miss two of the 12 quizzes, or get two answers wrong, with no penalty. Thus, over the course of the semester, you have the potential to earn a total of five points from the quizzes. (There is no extra credit for the extra quizzes.)

The question will be displayed on the classroom screen, but you will provide your answer via Canvas. Therefore, please bring a computer, or a device with the Canvas app, to each lecture. (Please do not use your device for non-class-related purposes during class time.)

A study tip is to review the Summary slide from the previous two lectures, and ensure you understand all the concepts on them, before each class.

### *2. Readings*

Readings are assigned for completion before each lecture, as outlined on the syllabus. All readings can be found in that week's folder on Canvas. These readings will help you to prepare for the weekly exercises, the Midterm Exam, and the Just Transitions Project (see below).

For each reading, discussion questions have been posted on Canvas. Please read these discussion questions before doing the assigned reading, as these are the questions you will discuss in your discussion section (see below).

### *3. Participation*

Each week, you will meet in your discussion section, to discuss that week's readings. You will collectively answer the discussion questions. This is also an opportunity for you to ask any questions or share any other insights.

You will earn credit for participation in discussions. Participation entails making substantive comments that clearly show that you have read and carefully thought about each reading, and its associated discussion questions, for that week. Only if you participate in this way will you receive credit for participation in that class discussion. Anyone who behaves disrespectfully, engages in side conversations, or uses an electronic device in an unauthorized manner will not earn credit for participation in that class period.

There will be 12 discussion section meetings. You are required to participate in at least 10. You will not have to justify those two absences, but they should be used only in case of illness or emergency. You will not have a third excused absence unless you can demonstrate, with appropriate documentation, that all three were due to illness or other emergencies, and in that case you will have to make up the missed material in another way.

If you cannot make it to your own discussion section meeting on any particular week, you are welcome to attend a different section meeting that week, run by either TA. Please just inform your TA (and the other TA, if applicable) before doing so, in order to earn participation credit for that week.

It is a good idea to take extensive notes in each discussion, as you will be expected to be able to articulate insights from the readings – insights that will emerge from class discussions – in the Midterm Exam and Just Transitions Project.

#### *4. Exercises*

Each Wednesday, after a short lecture, you will participate in a workshop designed to help you engage with that week's material in a meaningful (and hopefully fun) way. Workshops will involve working in small-group teams that address different aspects of a problem.

Early in the semester, you will be assigned to a numbered team. (If you join after the teams have been assigned, please let me know and I will assign you to one.) Each group will have a flag with its number. On Wednesdays, the first person from each team to arrive in the classroom should find their flag on the lectern, grab it and display it in a location away from other teams, with enough empty seats nearby to accommodate your teammates. Subsequent team members should find their group flag and sit nearby. After class, please return your flag to the lectern.

Although you will collaborate in class, you will individually write up an exercise based on each workshop, after class. The write-up will be evaluated on three factors: 1) evidence of further research into the issue (i.e. additional sources, such as scholarly materials or government reports; see *Sources* below); 2) integration of insights from other course material (show what bigger-picture concepts you've learned that week!); and 3) original, creative thinking.

Each write-up should be a maximum of 350 words. Think of the exercise as a mini-essay: use correct grammar and punctuation, structure it logically, and be sure to proof-read. At the end of your write-up (not included in the word count), provide a list of the references you cited. You need to cite your sources within the text too.

Please upload each completed exercise to the Assignments folder for that week's exercise, as a Microsoft Word document, single-spaced, at any time before the following Monday's class. Late exercises can only earn a maximum of half credit. No late exercises will be accepted beyond the last day of classes for the semester, i.e. May 1.

You need to use your own words in your exercises. Copying text from another source, including any assigned article(s), counts as plagiarism (see *Academic Integrity* below).

As a one-off opportunity, you may resubmit Exercise 1 within one week after receiving feedback. If you choose to do this, your new grade will be averaged with the original grade. (E.g. a 2 for the original submission followed by a 2.5 for the revised version would average to a final grade of 2.25 for that exercise.) Please let your TA know if you have submitted a revised version on Canvas.

### *5. Midterm Exam*

The midterm exam will take place on the Wednesday of Week 8, at the normal class time. You may take it in the normal classroom space, or in any location you choose, as long as you have an excellent internet connection. The instructor and TAs can only help with your internet connection or any technical issues if you are in the classroom space; otherwise, this is entirely your responsibility.

If you require alternative testing and have a letter from McBurney authorizing those accommodations, and will be requesting extra time and/or taking your exam at the Testing & Evaluation Center, please let me know at least a week ahead of the exam date. It is your responsibility to reach out to me. Any rescheduling will only be possible upon production of appropriate documentation.

About a week before the exam, I will upload a set of potential questions under the Midterm Review heading for Week 8.

At the beginning of the class period on the day of the exam, please navigate to the Assignments tab on the Canvas page. At that time, a random selection of the potential questions will be posted, as separate assignments (Midterm Exam Question I, Midterm Exam Question II, etc.), for a total of five questions. Please paste each question into a separate empty Word document (or Google Doc, to be saved as a Word document) on your computer, and answer each question on its own separate document.

Your answers should be written in short answer format, i.e. in complete and well-organized sentences. You will earn points for making clear, substantive statements, in your own words, that demonstrate understanding of concepts in the readings and lectures that relate to the specific exam question you are answering. You do not have to cite the readings or lectures that you are referencing, although you are welcome to do so if you can (and it does facilitate the grading process).

Each question has a word limit of 500 words. Please note that this is an upper limit, not a suggested word count. You will not earn points for flowery prose, for elaborating all the minute details of every case study, for providing information that you learned by other means than this course, nor for irrelevant information. You will earn points for clear, concise articulation of course concepts that directly address that specific exam question. Please try to stick to the word limit; anything much beyond 500 words will not be considered when grading the exam.

You may consult any notes, documents, or files during the exam. However, you must use your own words; plagiarism detection software will be used.

Use the “submit assignment” button to upload each completed exam answer, as a separate Word document, to its appropriate assignment on the Canvas page, when you have finished. You should have five separate documents submitted, one for each exam question. You must submit all five exam answers by the end of the class period. Please keep an eye on the clock and/or set an alarm, and plan accordingly.

### *6. Just Transitions Project*

Imagine that you have been hired by a research thinktank to help identify ways to achieve a just transition. Government officials will use your research to help determine climate policy.

Identify one cause of anthropogenic climate change, and examine the climate justice implications of that activity (i.e. what injustices it creates). Then, identify one type of approach (forest or ocean conservation, transitioning away from fossil fuels and/or toward renewables, or geoengineering) that could help reduce the impacts from that specific cause of climate change. Examine the justice implications of that approach (i.e. how that approach itself could cause injustices), along with ways to address those challenges. This could be an approach that is already occurring, or one that could occur in the future, at any scale, or at multiple scales at once.

Use subheadings to separate the sections of your paper, which should generally correspond to the categories outlined below (without using those exact words). Your project write-up should be broken down as follows (word counts for individual sections can be flexible, but the total should be between 2,250 and 2,750 words:

- a) A brief description of the climate change-causing human activity and its contribution to climate change (~150 words).
- b) The climate justice implications of that activity, drawing upon course concepts (~350 words).
- c) A brief description of the approach to solving that problem, and how it would help mitigate climate change (~250 words).
- d) The justice implications of that approach, drawing upon course concepts (~500 words).
- e) Ways to address those challenges, in terms of (~300 words each):
  - a. distributional justice,
  - b. procedural justice,
  - c. recognition justice, and restorative justice.
- f) Conclusions: summary, and looking toward the future (~150 words).
- g) List of works cited (~250 words).

As with the exercises, you will earn points for being concise and substantive. Avoid using “I think...” or “I believe....” Instead, convince your reader with arguments based in evidence. This evidence should come from course readings and some additional research done independently, using reliable sources. These sources should not simply provide background information on your chosen issue, but should help you demonstrate how you would tailor what you have learned in this class to that particular issue.

When citing sources, avoid long quotes; instead, paraphrase to demonstrate you have understood the content; see <https://writing.wisc.edu/handbook/assignments/quoting/sources/>.

Please choose a cause of climate change and an approach to solving it that you feel passionate about. However, avoid the mistake of focusing too heavily on that issue; instead, demonstrate that you have understood what we have learned in this course about Climate Justice and Just Transitions, and that you can apply these lessons to an analysis of one cause of climate change and one way to address that cause.

At the end, provide a correctly-formatted list of the sources that you have cited in the text. You should have at least ten (10) sources. These should include some readings assigned for this class, as well as at least four (4) appropriate sources you have discovered independently. See *Sources* below.

You will be evaluated on your ability both to articulate concepts from the lectures and readings for this course, and to apply them creatively to new contexts. For a review of key course concepts, please review the summary slides for each lecture, and your notes from your discussion sections.

The feedback rubric for this assignment can be found on Canvas, here:

<https://canvas.wisc.edu/courses/398953/assignments/2143627>.

All Just Transitions Projects should be uploaded to the Just Transitions Project folder on Canvas (as a Microsoft Word document, single-spaced) by 11:59 PM on Saturday, May 4. Late projects will lose one point for every day they are late. Extensions will only be possible upon production of appropriate documentation (e.g. a doctor's note).

Your instructor and TA will be available during office hours throughout the semester, and for additional office hours in Week 14, to answer any questions you may have about the Just Transitions Project, and possibly to look over an outline or draft. The Writing Center ([writing.wisc.edu](http://writing.wisc.edu)) is also an excellent source of support for writing projects and can schedule individual appointments.

## SOURCES

Please be careful to make sure that your sources contain reliable information. The gold standard is peer-reviewed articles in academic journals; Web of Science is a great database that you can use to search for your topic: <http://apps.webofknowledge.com.ezproxy.library.wisc.edu/>. You may also use books from academic presses, and/or government or non-governmental organizations' or intergovernmental institutions' reports. The UW-Madison library has many useful books (including many digital copies), and you can request other materials through inter-library loan.

Be especially careful about websites; e.g. Wikipedia is not a reliable source. Also avoid the popular press, blogs, etc. If you are uncertain about a source, you can check with your TA or with me. In any case, the vast majority of your sources should not be websites.

If you do cite a source you found on the internet, do not simply provide the URL when listing your sources. Please consult guidance in the links below as to how to cite a website correctly.

Never cite an in-class lecture. Lectures are not the original source of the information but necessarily draw on other material. You should find and cite an original source. Lecture material sources, and further readings relating to each lecture, are available on Box, accessible via each week's folder on Canvas.

Please use the Author-Date citation format. Any particular style that uses that format is fine. The following website may be helpful: <https://writing.wisc.edu/handbook/documentation/>

The main thing to remember is to use in-text citations with the author, date, and – for direct quotations – page number; then, cite those sources in a list at the end of your paper (not endnotes or footnotes). Be sure to include all citation information, and that this information is correct.

You will only receive credit for sources that you cite in both the text and the bibliography.

Citations are required whenever you are using information/knowledge/data that is not your own. (See *Academic Integrity* below.) You are not required to cite (1) common knowledge; (2) information from your own personal observations of the world; or (3) ideas/arguments that are your own. These websites may be helpful:

<https://www.plagiarism.org/>

<https://www.plagiarism.org/article/preventing-plagiarism-when-writing>

## GRADING

Grades will be assigned according to the following scale: A (93-100); AB (88-93); B (83-88); BC (78-83); C (70-78); D (60-70); F < 60.

The overall grade for the semester will be based on the following:

Pop Quizzes (all 10)	5 points
Participation (all 10 discussions)	20 points
Exercises (all 10)	25 points
Midterm Exam	25 points
Just Transitions Project	25 points
Total	100 points

## RULES, RIGHTS & RESPONSIBILITIES

You are expected to be professional, respectful, and courteous to other students, the teaching assistant, and the instructor. If you have a preferred gender pronoun, please feel free to let me and/or your teaching assistant know.

If a due date for an assignment, or an in-class exercise, conflicts with an important date for a religion you practice, you must notify me within the first two weeks of the semester so that appropriate arrangements may be made.



Please see the Undergraduate Guide (<http://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>) for information about student rights and responsibilities, grievance procedures, and ways to seek assistance.

## **ACADEMIC INTEGRITY**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/academic-misconduct/#avoid>.

UW-Madison has a subscription to Turnitin, plagiarism-detection software. Your assignments (Exercises, Midterm Exam, and Just Transitions Project) will all be run through Turnitin via Canvas, which will generate a report each time. If you upload your assignments ahead of the due date, you can check for any accidental plagiarism, correct it, and resubmit before the due date. Any plagiarism that remains on the report, or that your TA or I discover independently, will face one or more of the consequences listed above.

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. See <https://mcburney.wisc.edu/>

## **DIVERSITY & INCLUSION**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. See <https://diversity.wisc.edu/>

## **CLASS WEBSITES AND EMAIL**

A website for this course has been developed through Canvas. This syllabus, along with readings, assignments, and other information will be posted on the course website.

Be sure to check your UW email regularly (preferably daily) to keep informed of updates or additional information. If you have a question regarding administrative issues (due dates, accommodations, etc.), please contact your TA in the first instance. If you have a question or comment about course content, or an administrative question that your TA has not been able to answer, you are more than welcome to reach out to me. When emailing me, please always use your UW email account. Do not use the Canvas Inbox. I will not respond to emails sent to the Canvas Inbox or from non-UW accounts. Also, please include your TA's name on all correspondence to me.

## **INSTRUCTOR BACKGROUND**

Dr. Horowitz is an Associate Professor with a joint appointment in the Nelson Institute for Environmental Studies and the American Indian and Indigenous Studies Program. For more information, please see: <https://wisc.academia.edu/LeahSHorowitz>

## COURSE OUTLINE

N.B. All readings can be found in the corresponding week's folder on Canvas.

Week	Assignment due
1	<i>Overview of climate change governance</i>
W 1/24	Fröhlich, J. and J. Knieling 2013. Conceptualising climate change governance. Pp. 9-26 in J. Knieling and W.L. Filho (eds.) <i>Climate change governance</i> . Springer: Heidelberg.
2	<i>International agreements: from Rio to Paris and beyond</i>
M 1/29	Michaelowa, A. 2015. Opportunities for and alternatives to global climate regimes post-Kyoto. <i>Annual Review of Environment and Resources</i> 40: 395-417.
W 1/31	Kuh, K.F. 2021. International climate change treaty regime. Pp. 5-22 in Coplan, K. S., Green, S. D., Kuh, K.F., Narula, S., Rábago, K. R., & Valova, R. (eds). <i>Climate Change Law</i> . Edward Elgar Publishing: Cheltenham, UK. Young, O.R. 2016. The Paris Agreement: Destined to succeed or doomed to fail? <i>Politics and Governance</i> 4(3): 124-132.
3	<i>Regulatory approaches: command-and-control vs. market-based</i>
M 2/5	<b>Exercise 1 due.</b> Bartle, I. 2011. Regulatory approaches to climate change mitigation. Pp. 629-641 in D. Levi-Faur (ed.) <i>Handbook on the politics of regulation</i> . Edward Elgar: Cheltenham, UK.
W 2/7	Morris, A.C. et al. 2016. State-level carbon taxes: options and opportunities for policy-makers. The Brookings Institution: Washington, D.C. Guest lecture from Nilanjan Biswas.
4	<i>National- and state-level climate change actions and politics</i>
M 2/12	<b>Exercise 2 due.</b> Obydenkova, A.V. & R. Salahodjaev 2017. Climate change policies: The role of democracy and social cognitive capital. <i>Environmental Research</i> 157: 182-189.
W 2/14	Kim, S.E. and J. Urpelainen 2017. The polarization of American environmental policy: A regression discontinuity analysis of Senate and House votes, 1971–2013. <i>Review of Policy Research</i> 34(4): 456-484.
5	<i>Climate mitigation in the city</i>
M 2/19	<b>Exercise 3 due.</b> Lee, T. and C. Koski 2015. Multilevel governance and urban climate change mitigation. <i>Environment and Planning C: Government and Policy</i> 33: 1501-1517. Guest lecture from Gregg May.
W 2/21	Radzi, A. and P. Droege 2013. Governance tools for local energy autonomy. Pp. 227-242 in J. Knieling and W.L. Filho (eds.) <i>Climate change governance</i> . Springer: Heidelberg.
6	<i>Corporations: Is “greening” the corporation possible?</i>
M 2/26	<b>Exercise 4 due.</b> Ormond, J. 2015. New regimes of responsabilization: practicing product carbon footprinting in the new carbon economy. <i>Economic Geography</i> 91(4): 425-448.
W 2/28	Smith, R. 2011. Green capitalism: the god that failed. <i>Real-World Economics Review</i> 56:112-144.
7	<i>Individual behavior: green consumption vs. degrowth</i>
M 3/4	<b>Exercise 5 due.</b> Gjerris, M. et al. 2016. What to buy? On the complexity of being a critical consumer. <i>Journal of Agricultural and Environmental Ethics</i> 29: 81-102.
W 3/6	Hickel, J. 2021. Chapter 4: Secrets of the good life. Pp. 169-204 in <i>Less is more: How degrowth will save the world</i> . Windmill Books: London.

8	<i>Midterm review</i>
M 3/11	<b>Exercise 6 due.</b> Study for Midterm Exam. Bring any questions to class.
W 3/13	<b>Midterm Exam.</b> N.B.: No Discussion Sections this week.
9	<i>Climate activism</i>
M 3/18	Nullard, E. 2022. Climate change movements in the Global North. Pp. 185-198 in M. Grasso & M. Giugni (eds.) <i>The Routledge handbook of environmental movements</i> . Routledge, Milton Park, UK. Pickard, S., B. Bowman, & D. Arya 2022. Youth and environmental activism. Pp. 521-537 in M. Grasso & M. Giugni (eds.) <i>The Routledge handbook of environmental movements</i> . Routledge, Milton Park, UK.
W 3/20	Watson, H. and T. Wyatt 2014. Politics, power and the media: The visibility of environmental and eco-terrorism. Pp. 44-60 in P. Davies et al. (eds.) <i>Invisible crimes and social harms</i> . Palgrave Macmillan: Houndmills, UK.
M 3/25 - F 3/29	<b>Spring Break</b>
10	<i>Climate Justice</i>
M 4/1	<b>Exercise 7 due.</b> Newell, P., et al. 2021. Toward transformative climate justice: An emerging research agenda. <i>WIREs Climate Change</i> 12(6): e733.
W 4/3	Atapattu, S. 2016. Chapter 6: Climate-related migration and “climate refugees.” Pp. 155-175 in <i>Human rights approaches to climate change: Challenges and opportunities</i> . Routledge: London.
11	<i>Just transitions</i>
M 4/8	<b>Exercise 8 due.</b> Abram, S., et al. 2022. Just Transition: A whole-systems approach to decarbonisation. <i>Climate Policy</i> , 22(8), 1033-1049.
W 4/10	Brown, D., & MacLellan, M. 2020. A multiscalar and justice-led analysis of REDD+: a case study of the Norwegian–Ethiopian partnership. <i>Global Environmental Politics</i> 20(1): 11-37.
12	<i>Transitioning away from fossil fuels and toward renewables</i>
M 4/15	<b>Exercise 9 due.</b> Raimi, D., & Davicino, A. 2024. Securing energy sovereignty: A review of key barriers and opportunities for energy-producing Native nations in the United States. <i>Energy Research &amp; Social Science</i> 107: 103324. Curley, A. 2023. Chapter 4: Workers’ perspectives on coal. Pp. 132-153 in <i>Carbon sovereignty: Coal, development, and energy transition in the Navajo Nation</i> . The University of Arizona Press: Tucson. Guest lecture from Garret Zastoupil.
W 4/17	Bainton, N., et al. 2021. The energy-extractives nexus and the just transition. <i>Sustainable Development</i> , 29(4), 624-634. Guest lecture from Rachel Banda.
13	<i>Geoengineering</i>
M 4/22	<b>Exercise 10 due.</b> Sovacool, B.K. 2021. Reckless or righteous? Reviewing the sociotechnical benefits and risks of climate change geoengineering. <i>Energy Strategy Reviews</i> 35: 100656.
W 4/24	Parenti, C. 2021. A left defense of carbon removal: The state must be forced to deploy civilization-saving technology. Pp. 130-140 in J.P. Sapinski et al. (eds.) <u>Has it come to this? The promises and perils of geoengineering on the brink</u> . Rutgers University Press: New Brunswick.

	Schneider, L., and L. Fuhr. 2021. Defending a failed status quo: The case against geoengineering from a civil society perspective. Pp. 50-68 in J.P. Sapinski et al. (eds.) <u>Has it come to this? The promises and perils of geoengineering on the brink</u> . Rutgers University Press: New Brunswick.
14	<i>Just Transitions Projects</i>
M 4/29	<b>No lecture.</b> TAs and professor will hold office hours during normal class and discussion times to answer any questions about the Just Transitions Projects.
W 5/1	<b>No lecture.</b> TAs and professor will hold office hours during normal class and discussion times to answer any questions about the Just Transitions Projects.
S 5/4	<b>Just Transitions Projects due, 11:59 PM.</b>

## Inclusivity at UW-Madison

*Working well with diverse individuals is critical to your success:*

In our diverse society, being able to effectively interact and work in teams with people from many different backgrounds is critical to your success. Like leadership or critical thinking, learning how to work well with people from diverse backgrounds is a skill anyone can learn with practice. Badgers who build this skill in college are not only doing the right thing, they are also more successful in the job market and excel more quickly in their careers.

*What your peers think:*

A recent survey found that 87% of UW students agreed with this statement: “I embrace diversity and make sure that people from all backgrounds feel part of the UW-Madison community.” They also said they do their best to behave inclusively, though they sometimes worry about saying the wrong thing. While overt acts of discrimination occur at UW, recent research suggests these acts are committed by a small minority of individuals who differ radically from other students in terms of their attitudes and personalities.

*What you can do:*

Being inclusive is easy. By doing some simple things, you can improve our campus climate.

<b>Do these things...</b>	<b>...but not these things</b>
Have a conversation with a student who has a different background from you. Ask them about their experiences.	Don't assume you know about an individual's abilities and interests just because they belong to a certain social group.
Attend several activities, talks, or other diversity events per semester. Find an events list at <a href="http://bit.ly/UWdiverse">bit.ly/UWdiverse</a> .	Don't tell someone they conform to a positive stereotype about a group they belong to. Instead, give them a personal compliment!
Display the same level of warmth and enthusiasm when interacting with students from all social groups.	Don't tell someone their name is odd because you find it hard to pronounce. Instead, learn how to say their name correctly.
Ask individuals from different social groups what are the terms or phrases they find offensive.	Don't tell someone they are different from “typical” members of a social group they belong to.
Choose students from different social groups for class projects and study groups.	Don't remain silent when you see others engage in discrimination. Speak up!