

SYLLABUS

INTL 190: Climate Justice

Dr. Jeff GAGNON
Summer Session II: 2019
TU/TH 11:00-1:50 in EBU3B 1113

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Course Description: Required seminar for International Studies seniors. Readings and discussion of topics in international and comparative studies from an interdisciplinary perspective. Emphasis on independent work and completion of a research paper.

Course Overview: Climate change is real, and the impacts of climate disruption are already being felt across the global. As the 2017 Paris Climate Agreement made clear, some nations around the world are preparing to meet the challenges of a carbon-neutral future. However, the poorest and most politically vulnerable populations around the world will disproportionately bear the greatest consequences. Is this just? Is it fair? Do the developed nations and people that are most responsible for climate change have an ethical obligation to address climate disruption on behalf of those less fortunate? If so, what should those responsibilities be and how should they be implemented?

This course will challenge students to think deeply about climate change and its global impact, especially on the most politically and economically vulnerable populations. Over the course of five weeks, students will draft shorter research-based papers that build toward a collective final draft of approximately twenty pages. Lectures and course material will focus on climate justice, but also on the habits, practices and strategies for writing a successful research paper.

Course Learning Outcomes: By taking INTL 190: Climate Justice, students will:

- **Define** climate justice and **analyze** ethical arguments for climate justice
- **Argue** for solutions to climate change that consider justice-based arguments and research
- **Integrate written research** (summarize, paraphrase, quote, and cite course materials) appropriately
- Demonstrate knowledge of effective writing strategies, including the use of **context, reasoning, evidence and analysis of evidence**
- Apply appropriate **genre conventions** for writing for an academic research audience, including structure, paragraphing, tone, and mechanics
- **Explore the concepts of academic integrity** and practice applying citation conventions systematically in their own work

Prerequisites: Declared International Studies major students, with successful completion of INTL 101 and 102, and senior standing.

Textbooks: You do not need to purchase any texts for this course. All required texts and books are available via:

- ◆ Course Canvas Web Page – All course readings listed in our calendar can be found **on Perusall via Canvas**. (<http://canvas.ucsd.edu>)

Grades:

Attendance	100 points
Reading Annotations and Rough Drafts	100 points
Weekly Short Writing Projects (4)	400 points
Class Presentation	100 points
Final Research Project	300 points
Total Course Points:	1000 points

Students with disabilities: Please speak with me at the beginning of the quarter to discuss any accommodations necessary to guarantee full success and participation in the course.

E-mail: Please use your UCSD e-mail address to communicate with me. Use e-mail for simple, logistical questions, and allow 24 hours for a reply. Please check your UCSD e-mail daily. I will not discuss grade questions or concerns via email.

Attendance: Attendance is mandatory. The workshop nature of the course requires participation. You can't participate if you don't attend.

- If you attend all of the classes in the quarter, you will earn full points (100) for attendance.
- If you have one absence, you will earn 90 points for attendance.
- If you have two absences, you will earn 80 points for attendance.
- If you accrue **three or more absences, you will lose all of the points in that grading category.**
- Note that coming to class late (more than ten minutes, more than twice) will also count as an absence.
- **NOTE:** Attendance is mandatory for the class presentation and the simulated game during week 3. If you do not attend class on these days, you will not earn a passing grade for the course.

Late/Incomplete Paper Policy: All papers, including drafts and revisions, must be turned in on time, unless you make special arrangements with me in advance of the due date.

- Weekly writing projects submitted after the deadline will be considered late and will have their grades lowered by a full letter grade (e.g., A to B). The penalty will increase accordingly for each additional day late.
- Papers submitted more than three days late will not be accepted for a letter grade.
- Papers submitted after the quarter is over will not be accepted for a letter grade.
- Perusall Reading Annotations cannot be turned in late for credit unless.

Extension Policy: During the quarter, you may experience a personal or family illness or emergency that prohibits you from submitting your work on time. In these cases, please communicate with me as soon as possible. In some situations, I may be able to grant you an extension to help you succeed in the course. Of course, this means you must communicate with me before assignments are due and not after. These situations will be handled on a case by case basis.

Classroom Environment: You are expected to respond respectfully to your classmates and me at all times. You can expect that your I will treat you respectfully in turn. Collegial and respectful exchange of ideas represents the foundation of civil discourse, and this approach is crucial for the discussions that take place in WCWP courses. Disrespectful comments or behavior (toward peers or the instructor) may result in a grade reduction for your overall grade in the course.

Technology Policy: As mentioned above, because we want you fully engaged in the work of the class, I don't allow text messaging, e-mailing, or web surfing during class time. Chronic misuse of technology may result in a grade reduction for your attendance grade in the class.

Academic Integrity: When it comes to your writing, we believe that your voice, your words and your writing strategies *matter*. We want to read *your* ideas – not those of someone else. In WCWP, we are committed to teaching all students the best principles and practices for incorporating outside sources into their projects. However, it is each student's responsibility to learn and execute these principles and practices on each assignment during the quarter.

UCSD's Statement of Academic Integrity: According to UCSD policy, you are not allowed to:

- Complete, in part or in total, any assignment for another person;
- Have any of your course work be completed, in part or in total, by someone else;
- Plagiarize or copy the work of another person and submit it as your own work;
- Employ aids excluded by the instructor in undertaking course work or in completing any assignment;
- Alter graded class assignments, then resubmit them for re-grading;
- Submit substantially the same material in more than one course without prior authorization.

Any written work that is found to be in violation of the above policy will be subject to a significant grade penalty. This penalty will be based on the severity of the violation.

TurnItIn.com: By enrolling in this course, you agree to submit all of your major and writing assignments to the Internet plagiarism detection service TurnItIn.com. TurnItIn uses technology to compare your submitted papers against everything available on the Internet and in its database. Every student paper ever submitted to TurnItIn is maintained in its database solely for the purpose of detecting plagiarism. Failure to submit final versions to TurnItIn will result in an "F" for the course grade.

Grading and Evaluation: The following questions will be considered when writing projects are evaluated and graded:

- Does the research project make a well-developed argument about the relationship between climate change and justice using a focused case study?
- Does the research project show evidence of evaluating and integrating proper **sources** that are having a larger **conversation** about the topic or issue?
- Does the writing project adopt appropriate **strategies** to achieve its **purpose** for its intended **audience**?
- Does the writing project use supporting details and/or evidence that is **contextualized, summarized, paraphrased, quoted, and cited** correctly, according to MLA/APA guidelines?
- Does the writing project offer **analysis of evidence or supporting details** that is sufficiently clear and complex?
- Is the writing **structured** or **developed** in a way that is logical and clear for its intended audience (e.g. each idea builds on the one before it)?
- Are there **sentence problems** or **grammatical errors** that interfere with understanding?

With these questions in mind, your projects will be assessed as follows:

- An "A" research project demonstrates **excellent** ideas in written form. It establishes a clear purpose and meets the expectations and conventions of the chosen genre. It has something to say and says it

well. It develops its purpose insightfully and consistently, demonstrating a complex understanding of the assignment and excellent use of related source materials for its intended audience. The writing project will feature well-chosen strategies such as supporting details or evidence, strong and insightful analysis of that evidence, logical and clear structure, and varied sentence structure throughout the paper. It often rises above other projects with particular instances of creative or analytical sophistication. The project's consideration of intended audience will be evident in its content, readability and editing, with only minor and/or occasional grammatical errors.

- A “**B**” research project demonstrates **good** ideas in written form. It mostly establishes a sense of purpose and the conventions of the chosen genre. In developing a clear purpose, the project pursues it consistently, demonstrating a good understanding of the assignment and the related source materials. There may be some minor imbalances regarding the effectiveness of the chosen strategies (such as claims and/or the use of evidence, analysis, structure, mechanics and readability for its intended audience). Nevertheless, these imbalances will not significantly impair the clear development of the main argument. While a “**B**” project is in many ways successful, it lacks the stronger, more sophisticated ideas and/or writing found in an “**A**” project.
- A “**C**” research project demonstrates **adequate** work. It establishes an adequate grasp of the writing project's purpose and the conventions of the chosen genre. It attempts to develop a central purpose for its intended audience. However, this argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain some inconsistent use of evidence and/or some illogical or undeveloped analysis of that evidence. The project may also demonstrate a need for greater revision to improve structure, readability (for the intended audience) and mechanics.
- Work that earns a grade of “**D**” or “**F**” is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment and the conventions of the genre; it fails to achieve the purpose of the assignment for the intended audience; and/or it contains significant grammatical problems. This project may also have academic integrity concerns.