

SYLLABUS

INTL 190: Climate Justice

Dr. Jeff GAGNON
Summer Session II: 2021
Tuesday/Thursday 11:00-1:50pm

Office Hours: Thursdays, 12:45-1:45pm and by appointment via ZOOM

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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 globe. Globally, the wealthiest one billion people are responsible for over 50% of climate pollution. People from these nations are in the best position to adjust to and mitigate the consequences of climate change in the next 30 years. However, the bottom three billion, who are the most politically and economically vulnerable populations around the world, will disproportionately suffer the greatest harms and bear the greatest consequences to climate change. They are also the most disadvantaged when it comes to adjusting to and mitigating the costs and challenges of climate disruption. Is this reality 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? Do the most vulnerable people and nations deserve a voice in the global conversation about solutions to climate change?

This course will challenge students to think deeply about climate change and its global impact, especially on the most politically and economically vulnerable populations.

One of the course's major requirements is for students to research and write a lengthy research paper. To meet these objectives, 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 this course, students will:

- Analyze the causes and effects of the climate crisis and their impacts on the people and ecosystems that comprise their research focus
- Research the effects of climate change on a geopolitical region of their choosing
- Research and propose a solution to the climate crisis and the strengths and limitations of that solution for the people it will impact
- Define climate justice and analyze arguments for and against climate justice

- Integrate written research (summarize, paraphrase, quote, and cite course materials) appropriately
- Demonstrate knowledge of effective writing strategies, including the use of paragraphing, transitions, structure, context, reasoning, evidence and analysis of evidence
- 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.

Class and Lecture Format:

- Due to the pandemic, synchronous class sessions will be conducted on Tuesdays and Thursdays, 11:00-1:50pm via Zoom
- Students that cannot attend live, synchronous sections will have an asynchronous option for participating in the class, learning the material, and achieving course outcomes

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>)

Grading Option: Please see a separate handout on Canvas for the grading options and criteria for this course.

Principles of Community: I am committed to providing an equitable, inclusive, and accessible learning environment for all students in this class. Students come to this class and this topic from a variety of perspectives and experiences. There will be a range of beliefs around the issue of climate change. Throughout your time in the class, I ask you to question your own ideas and biases. Ask yourself, “How did I learn what I know and believe?” And how did my classmates do the same? Some of the materials and conversations may be difficult at times. I strive to create an environment with mutual respect and the ability to listen even when we disagree. When it comes to talking about sensitive or difficult topics, I encourage everyone to listen understand, instead of to respond.

Students with disabilities: Please contact me at the beginning of the quarter to discuss any accommodations necessary to guarantee full success and participation in the course. I am committed to making sure that every student has the resources necessary to fully participate in this 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.

Academic Integrity: In teaching this class I am 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:

To uphold academic integrity, students shall:

- Complete and submit academic work that is their own and that is an honest and fair representation of their knowledge and abilities at the time of submission.
- Know and follow the standards of the class and the institution.

Thus, no student shall engage in an activity that undermines academic integrity or facilitates academic integrity violations by others. This includes, but is not limited to, the following behaviors:

- No student shall procure, provide, or accept any material that contains questions or answers to any examination or assignment unless the student's possession of the material has been authorized by the instructor.
- No student shall complete, in part or in total, any academic work (e.g., examination, assignment, paper) or obtain academic credit (e.g., attendance, participation) for another person.
- No student shall allow any academic work or academic credit to be completed or obtained, in part or in whole, for themselves by another person.
- No student shall plagiarize or copy the work of others and submit it as their own work.
- No student shall employ aids in undertaking course work or in completing any exam or assignment that are not authorized by the instructor.
- No student shall alter graded class assignments or examinations and then resubmit them for regrading without the instructor's permission.
- No student shall submit substantially the same material more than once without prior authorization from the instructor, such as a paper that was written and submitted in another class.

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. Moreover, the Warren Writing Program Office submits any assignments suspected to be in violation of the above policy to the Office of Academic Integrity for further review which could result in additional academic sanctions, probation, and/or suspension.

Policy on Posting Class Materials and Assignments Online: Syllabi, paper assignments, class notes/powerpoints, video lectures, and other class handouts are my copyright property. These materials may not be shared outside of Canvas on websites such as Course Hero and Chegg. I will report any violators of this policy to UCSD's Office of Academic Integrity.

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.

Assessment of Learning: I am always assessing my teaching in order to improve the methods and practices I use. This assessment may include surveys administered at the beginning and end of the class and, occasionally, studies of student writing. In the case of any of this information being published, your identity (name or other identifiable information) will remain anonymous. If you would like to opt out of participating in our program assessment, please send an email to me at jgagnon@ucsd.edu and I will remove your survey responses and writing from consideration from my research.