

Climate Politics & Equity (GOV/ES 494B)

Connecticut College
Instructor: Dr. Jared Heern
Spring 2025
Thursdays, 1:15-4:00pm
Location: Bill Hall 409



Contact Information

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Virtual Meeting Link: <https://conncoll-edu.zoom.us/j/jheern>

Description

Climate change is one of the most challenging problems that humans have had to face. The social, economic, and political arrangements of the developed world, propped up by powerful and skilled interests opposed to climate action, have forced advancements in climate change mitigation well behind where they need to be to limit devastating effects from global temperature increases. While a relatively small number of countries and organizations are responsible for the greenhouse gases currently warming the planet, a wide array of disadvantaged people, communities, and countries are

bearing the worst of the effects of these increases. Yet, the radical transformations needed to address climate change also offer opportunities to address wider social inequities. In this seminar, through weekly readings, discussions, and writing, we will deeply explore the causes and consequences of environmental and climate change inequity and injustice, the politics surrounding climate change that have prevented meaningful action, and the opportunities of equitable climate solutions. Unit 1 sets the stage with understanding climate change mitigation and adaptation, as well as environmental justice and equity in the contexts of race, class, gender, and indigenous communities. Unit 2 dives into climate politics, thinking about how well the political system addresses these issues—with a particular focus on the new Trump administration and the climate change countermovement. Unit 3 strikes a more optimistic tone, examining challenges as well as opportunities for equitable change in the areas of energy, economic development, and biodiversity and food security.

Learning Objectives

One year from taking this course, it is my goal that you will be able to:

- Speak fluently about the inequitable causes and consequences of climate change
- Describe the social, political, and economic arrangements that create environmental inequity and injustice
- Identify the political institutions and actors most responsible for the current policy response to climate change in the U.S. and explain what drives their behavior
- Offer policy solutions to climate change, as well as broader solutions to encourage an equitable and just climate transition

Required Texts

There are no required books to purchase for this course. All required reading materials will be made available through Moodle if they are not readily accessible online. **The most updated place to get readings is through Moodle.** Please contact me if you have trouble locating required course readings or additional resources for assignments.

Typical Class Structure

~15 minutes orienting comments (Me)
~20 minutes reading summaries (Student leaders)
~60 minutes student-led discussion & activities (Student leaders & rest of class)
10-minute break (about 2:45/3ish)
30-45 minutes wrap up discussions & activities

Requirements

- **Participation**

- Seminars are dependent upon deep discussions among everyone in class. A critical requirement of the course is to be prepared every week with original thoughts and questions about all of the readings. It is also necessary to be an active listener and to engage with the thoughts and questions of your classmates. Not everyone needs to agree, in fact conversations can be more beneficial with disagreement, but everyone needs to make space for each other to share their thoughts, be respectful, empathetic, and helpful. Good participation means being a good citizen of the course, and seminars are much more of a participatory democracy than other class formats. Participation also includes commenting on response memos the weeks you are not writing them.

- **Biweekly Response Memos**

- To help ensure thorough engagement with the readings each week and help stimulate class discussions, you will write five short response memos every other week throughout the semester. The memos should be ~1-1.5 pages single-spaced (12pt font), provide original thoughts, evaluations of strengths/weaknesses, criticisms, solutions, etc. followed by a few bullet-point questions about multiple readings. Memos should address any ideas that you think are important or interesting or challenging for the group to address. The best memos will synthesize across multiple readings simultaneously. **It is important to remember that response memos are not summaries.**
- The class will divide into Group A and Group B. Starting Week 3, members of Group A will write their response memos and post them to Moodle by 11:59pm on Tuesday before class, Group B will have until 11:59pm Wednesday to read the memos and provide comments (about 3-5 sentences) on 2 different memos (try to comment on memos that have not been commented on). The response memos and reply comments will then provide additional content to stimulate the discussion in class on Thursday. In Week 4, Group B will write and post their response memos by Tuesday night, and Group A will comment on them, alternating each week until Week 12, resulting in 5 memos from each group.

- **Discussion Leader**

- For two class meetings, you will lead the first portion of the class discussion along with a partner. Leaders should first provide a short summary of each assigned reading (about 20 minutes), and then coordinate a roughly 60 minute discussion amongst the class. Leaders should draw upon the assigned readings, any additional relevant readings they may have found, response memos and reply comments, and their own insights into the topic. Leaders are free to structure the discussion however they like, e.g., breaking up into smaller groups, creating activities, posing questions, simulated problems, etc. They can be as straightforward or as creative as you want, as long as you are engaging with all of the readings and synthesizing across them to address the weekly focus questions.

- **Final Paper**

- You will select a climate-related problem that is important to you and fits within the framework of at least one of the weekly topics (ideally multiple). For the final paper (~2,500 words, ~10 pages double-spaced), you should first thoroughly explore the causes and consequences of this issue, especially from a justice & equity perspective, consider the political, social, and economic arrangements that have caused/prevent addressing the problem, and then present potential solutions. The paper should be thoroughly cited, drawing upon assigned reading material, class discussions, and relevant additional external sources.

- **Final Paper Presentation**

- During our last meeting, you will give a presentation about their final paper (~10 minutes). There are no strict guidelines for this presentation, but it should highlight the most important points of your paper, connect it to topics covered in discussions, and end with some big picture recommendations about climate politics and equity.

Grades

Your final grade will be based on a total of 500 available points:

- Discussion and Online Participation - 100 points - 20%
- 5 Biweekly Response Memos - 30 points each (150 points) - 30%
- Discussion Leader - 50 points each (100 points) - 20%
- Final Paper & Presentation - 150 points - 30%

Grading Scale

Letter Grade			Percentage		
Letter Grade			Percentage		
A	—	93-100%	C	—	73-76%
A-	—	90-92%	C-	—	70-72%
B+	—	87-89%	D+	—	67-69%
B	—	83-86%	D	—	63-66%
B-	—	80-82%	D-	—	60-62%
C+	—	77-79%	F	—	0-59%

Late Assignments

The unique structure of this course requires strict adherence to weekly response paper and reply comment deadlines. The thoughts and questions that you present to the class each week in your memos and replies are critical for the learning of everyone in the class. Assignments submitted more than 6 hours late will be docked 10% of total points, assignments that are 12 hours late will be docked 30% of total points. Weekly response papers will not be accepted more than 24 hours late unless you have contacted me to make alternate arrangements. Consideration will be given for extensions **only** if students make arrangements with me before a due date, with exceptions made on limited a case-by-case basis for exceptional circumstances. I try to be flexible with deadlines, but you must communicate any circumstances that will prevent you from completing a requirement on time as soon as possible. Due to the deadlines for final grade submissions, extensions cannot be given on the final paper, and late submissions will not be accepted.

Attendance Policy

Because the seminar meets only once per week for a longer period of time, attending class is very important for your success. However, I understand that illnesses happen, as well as other events that are outside of your control. **You may miss two total seminars without your final grade (participation) being penalized.** You must contact me, though, and work out potential arrangements for you to attend the seminar virtually, as well as complete other weekly requirements like response memos and reply comments. After two excused absences, you will lose half of your participation points for the half of the semester for each additional excused absence (5% of total course grade). Five excused absences will be considered a failure to complete the course. Unexcused absences will not be tolerated and will result in a reduction of your participation grade by 50% each absence. Three unexcused absences will be considered a failure to complete the course.

Classroom Technology Policy

Part of being a good citizen of the class is being present, not distracted, and not distracting to your classmates. To help avoid these distractions, **laptops and tablets should be used sparingly during our meetings** (with the exception of accessibility accommodations). There may be times during discussions and other activities where these devices will be useful and necessary, but please refrain from using them unless otherwise specified. If you need to refer to readings or other material that has not been printed out, please quickly access it, and then shut your laptop/turn off your screen afterwards.

Office Hours

Please come see me! Office hours provide students with additional opportunities to review or ask questions about the class discussions and assignments. Connecticut College faculty encourage students to go to office hours so they might learn about your interests, both inside and outside the classroom. In addition to talking about class material and assignments, you may find you share common interests, such as music, books, hobbies, and movies. If a professor knows your interest, they may inform you about campus programs and activities or other opportunities like fellowships and scholarships. Most importantly, a professor who knows their students writes better letters of recommendation. Successful students at Connecticut College make time to go to their professors' office hours. All Connecticut College faculty are required to have office hours on their syllabus and posted on their office door. If you cannot make your professor's scheduled office hours, contact your professor to set up an appointment.

Credit Hour Definition

A semester course is normally equivalent to four credit hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, a course will provide an average of at least one hour of classroom or direct faculty instruction (class meetings, labs, review sessions, field trips, office hours, film screenings, tutorials, training, rehearsals, etc.) and at least two hours of out-of-class work (homework, preparatory work, practice, rehearsals, etc.) per week.

The Connecticut College Honor Code

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution. In this class, at a minimum, exams and assignments that are determined to violate the honor code will result in a failing grade.

AI Policy

Large language models like ChatGPT are rapidly becoming powerful tools to enhance many tasks, academic and otherwise. However, turning in work composed by AI tools as your own is unacceptable and will be considered plagiarism. Appropriate uses of these tools might include summarizing and organizing sources, suggesting outlines for a writing assignment, and proofreading and asking for feedback on original written work. However, it is important to note that the output of these tools is not the same as search engines and can be flawed in numerous ways (e.g., fictitious citations, bias, misunderstanding of a prompt). You should always critically evaluate AI responses, compare them to non-AI sources of information and what you already know, and *always* turn in/present work that is originally written by you and, at most, informed and assisted by AI (if you choose to use it at all). Violations of this policy will be considered a violation of the Honor Code.

Title IX Statement

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sex-based harassment, sexual assault, dating violence, domestic violence, stalking, or other forms of gender-based discrimination, and that I will report that information to the Title IX office, if it is shared with me. However, the Title IX office in response to notice from me will reach out to you to offer support and resources, and offer you the opportunity to file a formal Title IX complaint, which is up to you. Nicole Powell, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains or Confidential Advocates. Nicole can also help you access other resources on campus and in the local community. You can reach Nicole at spowell2@conncoll.edu, or make an appointment with Nicole or one of the other Confidential Advocates at <http://bit.ly/ConnCollSVPA>.

The College sex-based harassment, dating violence, domestic violence, stalking, and nondiscrimination policies are in the Equal Opportunity, Harassment and Nondiscrimination Policy, which can be found [here on the College's website](#). There you will find the policies, definitions, procedures, and resources. If you need to report an incident or have any questions about the policy, you can contact the Title IX Coordinator, Megan D. Monahan, J.D., at 860-439-2624 or mmonahan@conncoll.edu.

Academic Resource Center

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Its offices are located on the second floor of Shain Library. Students can make appointments by clicking on this link: <https://forms.gle/BQecmVdK8Bg1sv5P7>. The ARC is open to the community as a quiet study space at any time the library is open. Professional staff is there for appointments Monday – Friday, 8:30 – 5:00 (evenings are by appointment only). If faculty or students have any questions or concerns, they should contact Patricia Dallas (pdallas@conncoll.edu).

Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. If you're a confident, experienced writer, our tutors can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer, they can help you to work on grammar or organization or whatever you need. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader so that you can get useful feedback on that work *before* you have to turn it in for a final grade. You can make an appointment by using the Google Calendar link on the Writing Center's website at <http://write.conncoll.edu/> or by emailing the Writing Center at writingcenter@conncoll.edu; a new calendar of appointments will become available by the second week of each semester.

Office of Student Accessibility Services

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic accommodations, please have your Faculty Notification Letter emailed to me through the Student Accessibility online management system (AIM) and schedule a meeting during my office hours as early as possible in the semester so that we can discuss the logistics of your accommodations. **It is crucial you do this so that we can facilitate your best experience in the class while ensuring you satisfactorily meet the course requirements.** If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439-5428 or sas@conncoll.edu.

Classroom Recording

With the exception of those granted accommodations through the Office of Student Accessibility Services, students are prohibited from audio, video, or photographic recording during class periods or out-of-class meetings with the instructor without explicit permission from the instructor. Recordings approved in this manner may not be shared in any form without permission of the instructor. Violations of this policy shall be considered an Honor Code violation.

Respecting Personal Pronouns and Identity

Everyone deserves to be referred to and addressed in accordance with their personal identity. As a faculty member, I am committed to ensuring my classroom affirms people of all gender expressions and gender identities. In this course, we will only use the name and pronouns of each individual's choosing. The repeated usage of incorrect names and/or pronouns are against Connecticut College policy and may constitute a Title IX policy violation as well as a violation of state and federal law. If you have any specific questions on Title IX policy email our Title IX Coordinator, Megan Monahan at mmonahan@conncoll.edu.

In the classroom, be assured that you will always be referred to by the name and pronouns you choose. If you go by a different name than your legal name, Connecticut College has a process to change your preferred name on most campus systems. If you want to learn more about this process go to conncoll.edu/equity-inclusion/preferred-name-faq/ or email GSP@conncoll.edu.

Students, faculty and staff are now able to choose and share their pronouns within the college community by using the Preferred Name/Pronouns link on the Account navigation menu in CamelWeb and the CC Mobile App. Your gender pronouns will appear in the internal directory located in CamelWeb and the CC Mobile App. If none are selected, or if "Not Applicable" is selected, no pronouns will display. Enrolled students' gender pronouns will also display in Moodle for instructors via the class participants page.

Pronouns are one way to affirm someone's gender identity, but they are not necessarily indicative of a person's gender identity. Commonly, they/them is a gender-inclusive pronoun used by a variety of identities. However, while some people use they/them, others may use pronouns like ze/zem, xi/xim, he/him, she/her, any combination of those and/or many others. They may even reject pronouns altogether and use their name in place of pronouns. Remember to ask for pronouns, listen, and then respect the gender identities of those around you by using the proper terminology. If you have any further questions or you want to learn more about gender & sexuality, please do not hesitate to contact the Director of Gender & Sexuality Programs at gsp@conncoll.edu.

Schedule (Subject to change with notification)**Week 1 (1/23)**

Topics:

- Introductions
- Syllabus
- Overview of course, objectives, and expectations
- Sign up for discussion leaders

Reading:

- None

Unit 1: Climate Change, Environmental Justice, & Equity**Week 2 (1/30) - Climate Mitigation**

What are the best solutions for addressing climate change? What is standing in our way? What are some of the common characteristics of long-term climate policy successes, failures, and retrenchments? What does an equitable climate future look like?

Reading:

- Stokes, Leah. *Short Circuiting Policy*. Chapters 1, 2, 4, & Conclusion. (On Moodle)
- Turrentine, Jeff. 2022. "[What Are the Solutions to Climate Change?](#)" NRDC.
- United Nations Development Program. 2022. "[What is just transition?](#) And why is it important?"

****Group A submit Week 3 Response Memos by 11:59pm, Tuesday, February 4th****

****Group B submit reply comments to Group A's memos by 11:59pm, Wednesday, February 5th****

Week 3 (2/6) - Group A - Climate Adaptation

What are the differential impacts of the negative effects of climate change? What protections and solutions are available to adapt to climate change? What happens to those who cannot adapt? Who is advocating for and paying for these solutions?

Reading:

- Owen, Gigi. 2020. "[What makes climate change adaptation effective?](#) A systematic review of the literature." *Global Environmental Change* 62(May): 102071
- Beetzold, Carola. 2015. "[Adapting to climate change in small island developing states.](#)" *Climatic Change* 133: 481

- Morse, Reilly. 2008. "Environmental Justice Through the Eyes of Hurricane Katrina." Joint Center for Political and Economic Studies.
- Jacobo, Julia. 2024. "The Power of Us: Climate change has disproportionately impacted these vulnerable US communities, experts say." ABC.
- Tietjen et al. 2024. "Progress and gaps in U.S. Adaptation policy at the local level." Global Environmental Change 87(July): 102882
- Greenfield, Ashley. 2022. "Mutual Aid and Disaster Justice: 'We Keep Us Safe'." NRDC
- Fowlie et al. 2025. "How is climate change impacting home insurance markets?" Brookings

****Group B submit Week 4 Response Memos by 11:59pm, Tuesday, February 11th****

****Group A submit reply comments to Group A's memos by 11:59pm, Wednesday, February 12th****

Week 4 (2/13) - Group B - Environmental Justice I

What are the causes and symptoms of environmental injustice in the U.S. and abroad?
How do race and class relate to disproportionate exposure to environmental harm?
How much progress has been made in the U.S.? What should equity and justice look like in climate politics?

Reading:

- Skelton & Miller. 2023. "The Environmental Justice Movement." NRDC
- Mohai, Pellow, and Roberts. 2009. "Environmental Justice." *Annual Review of Environment and Resources* 34: 405-430.
- Jedediah Purdy. 2015. "Environmentalism's Racist History." *The New Yorker*.
- Donaghy et al. 2023. "Fossil fuel racism in the United States: How phasing out coal, oil, and gas can protect communities." *Energy Research & Social Science* 100: 103104.
- Galvin, Roy. 2020. "'Let justice roll down like waters': Reconnecting energy justice to its roots in the civil rights movement." *Energy Research & Social Science* 62(April): 101385
- Nunez & Axelrod. 2023. "Communities First: Equity and Justice in the Just Transition." NRDC.

Week 5 (2/20) - Group A - Environmental Justice II

How have indigenous communities been impacted by the energy industry? How are they continuing to be impacted by responses to climate change? How does gender affect perceptions of and vulnerability to climate change? What is being done? Is it enough?

Reading:

- Kyle Whyte. 2017. "The Dakota Access Pipeline, Environmental Injustice, and U.S. Colonialism." *Red Ink: An International Journal of Indigenous Literature, Arts, & Humanities*, 19.1: 154-169.

- Simon, Julia. 2024. "Demand for minerals sparks fear of mining abuses on Indigenous peoples' lands." NPR.
- Aaron McCright and Riley E. Dunlap. 2011. "Cool dudes: The denial of climate change among conservative white males in the United States." *Global environmental change* 21(4): 1163-1172.
- Geraldine Terry. 2009. "No climate justice without gender justice: an overview of the issues." *Gender & Development*, 17:1, 5-18
- Feminist Green New Deal Principles
- UN Women. 2024. "COP29 decisions deliver gains for gender equality in climate action, but more remains to be done."

Unit 2: Climate Politics & Obstruction

Week 6 (2/27) - Group B - Political Representation

Do the U.S. government and other climate institutions represent the will of the people they serve? Is this influence evenly distributed across race, class, age, gender, etc.? What are the causes and consequences of unequal representation? Are there any solutions? What are the implications for equitable climate change mitigation?

Reading:

- Caughey and Warshaw. 2021. *Dynamic Democracy: Public Opinion, Elections, and Policy Making in the American States*. Conclusion Only. (On Moodle)
- **Skim**Erikson, R. S. (2015). Income Inequality and Policy Responsiveness. *Annual Review of Political Science*, 18, 11–29.
- Lowande et al. 2019. "Descriptive and Substantive Representation in Congress: Evidence from 80,000 Congressional Inquiries." *American Journal of Political Science* 63(3): 644
- Mari S. Helliesen. 2023. Unequal Representation of Women and Youth on Climate Policy Issues". *Representation* 59(4): 615-632
- Marquardt et al. 2024. "The Politics of Youth Representation at Climate Change Conferences: Who Speaks, Who Is Spoken of, and Who Listens?" *Global Environmental Politics* 24:2

Week 7 (3/6) - Group A - Domestic Climate Politics

Who are the major players in U.S. climate politics? What are the political institutions, interest groups, industries, etc. active in policymaking? What are their positions? How effective are they at influencing policy across the different states? How does the U.S. stand now on climate policy adoption?

Reading:

- Stokes, Leah. *Short Circuiting Policy*. Chapters 5-7 (On Moodle)
- Basseches, J.A., et al. 2022. "Climate policy conflict in the US states: a critical review and way forward". *Climatic Change*, 170(3), pp.1-24.
- Bromley-Trujillo, R., Butler, J. S., Poe, J., & Davis, W. (2016). The Spreading of Innovation: State Adoptions of Energy and Climate Change Policy. *Review of Policy Research*, 33(5), 544–565.

- Jackman, Molly. 2013. ALEC's Influence over Lawmaking in State Legislatures. Brookings.
- Yale Sustainability. 2024. "Yale Experts Explain the Politics of Climate Change."
- **Look through**Center for Climate and Energy Solutions State Climate Policy Maps and note anything you find interesting

——Spring Break No Class 3/13, 3/20——

Week 8 (3/27) - Group B - Climate Change Countermovement & Trump

Who is obstructing progress on mitigating climate change? What are the organizations, what are their tactics, why are they so effective? How will climate policy look during the next four years under the Trump administration? Does this represent public preferences (Week 6)? How can progress still be made with no federal action (Week 7)?

Reading:

- McGarity, T.O., 2013. The Disruptive Politics of Climate Disruption. *Nova Law Review* 38(3): 393
- Robert J. Brulle. 2019. "Networks of Opposition: A Structural Analysis of U.S. Climate Change Countermovement Coalitions 1989-2015."
- CSSN Briefing, Robert Brulle-- The Structure of Obstruction.
- Jacquet, Jennifer. 2022. "The Playbook: How to Deny Science, Sell Lies, and Make a Killing in the Corporate World."
- Gerrard, Jeff. 2024. "Trump 2.0: This Time the Stakes for Climate Are Even Higher." YaleEnvironment360
- Brady, Jeff. 2025. "Trump's energy emergency is a gift to fossil fuel firms. It's likely headed to court." NPR
- Tejada, Matthew. 2024. "Environmental Justice at Risk Under Project 2025." NRDC.
- Rhodes, Colin. 2024. "These US States Are Poised to Lead the Way on Climate During Second Trump Term." Earth.org

Week 9 (4/3) - Group A - International Climate Politics

How does the U.S. compare to other countries in contributing to and addressing climate change? What is the role of the U.S. in the international climate system? How well does this system function? How is equity addressed by this system between developed and developing countries/the most responsible and the most vulnerable?

Reading:

- Denchak, Melissa. 2021. "Paris Climate Agreement: Everything You Need to Know." NRDC
- Maizland and Fong. 2025. "Global Climate Agreements: Successes and Failures." Council on Foreign Relations.
- Federico et al. 2024. "Project 2025 Would Jeopardize Global Climate Action." Center for American Progress

- Gibson, Kalina. 2025. "The Trump Administration's Retreat From Global Climate Leadership." Center for American Progress.
- Ciplet et al. 2022. "The unequal geographies of climate finance: Climate injustice and dependency in the world system." *Political Geography* 99(November): 102769
- UN Environmental Programme. "About Loss and Damage"
- Falzon et al. 2023. "Tactical Opposition: Obstructing Loss and Damage Finance in the United Nations Climate Negotiations." *Global Environmental Politics* 23(3): 91-119

Unit 3: Opportunities for Change

Week 10 (4/10) - Group B - The Energy Transition

What are the forces guiding the energy transition? What is energy justice? How do we ensure the energy transition benefits everyone equitably, while not harming communities historically hurt by the energy industry?

Reading:

- Carley, Sanya and David Konisky. 2020. "The justice and equity implications of the clean energy transition." *Nature Energy* 5(August): 569-577.
- Adler et al. 2024. "Procedural Equity at Public Utility Commissions." *Institute for Policy Integrity*
- Lennon, Myles. 2017. "Decolonizing energy: Black Lives Matter and technoscientific expertise amid solar transitions." *Energy Research & Social Science* 30(August): 18
- Tolbert, Jaxon. 2021. "Beyond Cities: Breaking Through Barriers to Rural Electric Vehicle Adoption."
- Sovacool et al. 2020. "The decarbonisation divide: Contextualizing landscapes of low-carbon exploitation and toxicity in Africa." *Global Environmental Change* 60(January): 102028

Week 11 (4/17) - Group A - Economic Development

Will everyone have a stake in the benefits from addressing climate change? Who bears the costs? How do we make space in the green transition for historically marginalized communities?

Reading:

- Aronoff, Kate. 2018. ". "With A Green New Deal, Here's What the World Could Look Like for the Next Generation." *The Intercept.*
- Ehresman and Okereke. 2014. "Environmental justice and conceptions of the green economy." *International Environmental Agreements: Politics, Law and Economics* 15: 13.
- Kaufman, Noah. 2024. "Oil and gas communities are a blind spot in America's climate and economic policies." *The Conversation*
- Gazmararian, Alexander. 2024. "Fossil fuel communities support climate policy coupled with just transition assistance." *Energy Policy* 184: 113880
- Higgins, Trevor. 2023. "The Inflation Reduction Act Is Building a Clean Energy Economy and Good-Paying Jobs." Testimony from Center for American Progress
- Myles Lennon. 2019. "No Silver Bullets." *Jacobin.*

-Gunn-Wright, Rhiana. 2023. "Our Green Transition May Leave Black People Behind." *Hammer&Hope*.

Week 12 (4/24) - Group B - Biodiversity, Water, & Agriculture

What can be done to address the effects of human-caused climate change on non-human species? Do climate mitigation and adaptation present more dangers or opportunities for food security, biodiversity, and water conservation? How are climate change, water scarcity, food security, and overall biodiversity connected to broader justice and equity issues?

Reading:

- Oliver & Morecroft. 2014. "Interactions between climate change and land use change on biodiversity: attribution problems, risks, and opportunities." *WIREs Climate Change* 5(3): 291
- Rhodes, Colin. 2025. "How Are Plants and Animals Responding to Climate Change?" earth.org
- Daley, Jad. 2024. "Reforestation done right is a multi-tasking climate solution." *Front. For. Glob. Change* 7
- MacDonald, Glen. 2010. "Water, climate change, and sustainability in the southwest." *Proceedings of the National Academy of Sciences (PNAS)* 107(50): 21256
- Mirzabaev et al. 2023. "Severe climate change risks to food security and nutrition." *Climate Risk Management* 39: 100473
- Ziervogel and Ericksen. 2010. "Adapting to climate change to sustain food security." *WIREs Climate Change* 1(4): 525
- Pathak et al. 2022. "The United States Can End Hunger and Food Insecurity for Millions of People." Center for American Progress

Week 13 (5/1) - Equitable Climate Solutions & Presentations

Where do we go from here? What does a just transition look like? What have each of found with your final projects?

****No New Reading****

****FINAL PAPER DUE at 11:59pm, Sunday, May 11th****

Elements of syllabus adapted from Timmons Roberts courses on Equity and the Environment and Climate Change Policy

Last Updated April 5th, 2025