School of Global Studies
SGS 494
Senior Capstone: Coping with Climate Change
Spring 11

Instructor:
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Office Hours:
Tues 12:30-2:30 pm
Other times by email appt.

Time: T Th 4:40-7:30
Location: WHALL 167
Line #: 16220

Course Description
This is an advanced seminar that will explore topics in social and political aspects of climate change. We will look at the science of climate change and how the scientific process works and why it has been so contested in some quarters; the existing and predicted physical, economic and societal impacts of climate change; how vulnerability to climate change is measured and whether societies will be able to adapt to forecasted changes; the ethical and social justice dimensions of acting or not acting on climate change; the international relations strategies for climate change mitigation that have been tried to date, as well as country and subnational strategies; and the economic costs of action and inaction.

Required Reading
We will make use of several books in the course. All are available for purchase at the bookstore or online.


We will supplement these books with a number of required readings that will be posted on Blackboard as the course progresses. Students are responsible for monitoring Blackboard and announcements in class and keeping up on these additional readings.

Requirements & Grading
This course will serve as a vehicle to emphasize reading skills, discussion skills, writing skills, and research skills of the student; this is a capstone, which is supposed to be the culmination of your SGS career. As a result, there will be a fairly
intense amount of reading spread throughout the semester. Please budget your time for homework that you can devote the necessary time to staying up to date with the readings. Students are expected to do all of the required readings for the assigned dates and to be prepared to discuss them in class. I reserve the right to call on any student in class: please be prepared! As this is a small class, our discussions will not work if you do not do the readings ahead of time.

Written work and their points are listed in the table below. Dates and details of assignments will be finalized throughout the course. Please discuss with me if any assignment or due date is unclear.

**Grades**

There are 100 points that are possible to achieve in the work in this class. I will grade according to the following scale. (According to university policy, C- and D+ are not available.) Cutoffs are firm, especially given the use of pluses and minuses

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>89</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>80 - 87</td>
</tr>
<tr>
<td>B-</td>
<td>79</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>70 - 77</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>E</td>
<td>59</td>
</tr>
</tbody>
</table>

The points you will be graded on in the class include the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (100 total)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog briefing</td>
<td>20</td>
<td>Depends on date chosen by student, by 5pm</td>
</tr>
<tr>
<td>Draft outline of research paper</td>
<td>10</td>
<td>Mar 1, 5pm</td>
</tr>
<tr>
<td>Course syllabus (group work)</td>
<td>20</td>
<td>March 29, 5pm</td>
</tr>
<tr>
<td>Final research paper</td>
<td>30</td>
<td>May 3, 5pm</td>
</tr>
<tr>
<td>Blog commenting/posting</td>
<td>10</td>
<td>All semester</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>10</td>
<td>All semester</td>
</tr>
</tbody>
</table>

**Written Assignments:**

--- **Blog briefing**

You will be asked to choose one date on which you will answer the question posed by that class (listed on the syllabus) in a blog ‘briefing’ that consists of review of the readings assigned for that day, summary of the class discussion for that day, and additional links to resources online relating to that topic of the day that you found. This blog briefing will be posted on our public website (mcelweelab.clas.asu.edu) and will be due 1 week after the class in which we discussed these issues. Dates will be assigned the first week of class.

--- **Blog commenting/posting**

You will read the blog briefings done by fellow students and add your own comments and discussion to their briefings, along with other materials you have found on the topic at hand. Your comments should be active
throughout the semester and will count for 10 points of your grade.

-- Syllabus assignment (group work)
We will form groups in the class according to the SGS track you are most closely associated with. As a group of 3-4, you will develop a course syllabus for your track having to do with climate change (i.e. Conflict/Violence and Climate Change, Economic Development and Climate Change, etc). The syllabus will consist of selected readings you have found on this topics and an explanation of the major issues to be covered in your proposed course. Please follow the format of this syllabus in providing full bibliographic information, as well as annotations on the content (see http://owl.english.purdue.edu/owl/resource/614/03 for examples). I suggest each group set up a Google Document for your syllabus to work on collectively. This syllabus will be due Mar 29.

-- Research Paper :
You will write a 12-20 page research paper looking at some aspect of climate change in depth with my approval (I suggest you also combine your paper topic with your chosen blog briefing topic to maximize your resources). More details on the content and format of the research paper will be discussed in class. You will need to start working on the paper early in the semester, as a draft outline and sample bibliography for the paper are due on Mar 1. I will make comments on these outlines to help you improve them as you work toward a final paper. You will need to meet with me during office hours to discuss your choice of paper and research strategies to complete it, so please see me so you can give yourself plenty of time to start working on it. The final paper will be due on the last day of class, Tues, May 3.

The criteria for the outline and bibliography is as follows:
1. The outline must be typed in 12 point font and be single spaced.
2. The bibliography must be in APA style (see http://owl.english.purdue.edu/owl/resource/560/01/)
3. The outline should consist of a clear research question/thesis and approach to your final paper, an outline of the key arguments you expect to make in the final paper, and a bibliography of initial sources consulted.
4. You must list 5 academic (peer-reviewed) sources that you have found on your topic, and brief annotations on their content (http://owl.english.purdue.edu/owl/resource/614/03).
5. The outline must be turned in on the date due of Mar 1 on the BB website.

The criteria for the research paper is as follows:
1. The paper must be typed in 12 point font and be double spaced.
2. The paper must be in APA style (see http://owl.english.purdue.edu/owl/resource/560/01/)
3. The paper must be turned in on the date due of May 3 on the BB website for the class. You will be deducted 10 points for each day the paper is late. Failure to turn in a paper will result in a failing grade for this class.
4. You must have used 10 sources in your bibliography, of which a minimum of 7 will be academic (peer-reviewed) sources.
5. Papers should be proofed carefully, and please pay attention to readability and writing style, as well as to content. An A paper is not only well-researched, but well-written. If you need help with writing, please give yourself time to consult the on-campus Writing Center before the paper is due.

Blackboard Information
This course will have a Blackboard site. The site will contain the syllabus, and I will post on the website announcements, additional handouts/readings (there are lots of them and will be updated throughout the semester), as well as class PowerPoint presentations. The website is only a supplemental aid, and not a replacement for attending class. We will also have a class blog (mcelweelab.clas.asu.edu) which is open to the
public. More details will be discussed in class.

Attendance and Make-ups
Because this is a seminar and lecture class that meets only once a week, attendance and participation is an important part of making the class work. Excessive absences will detract from your participation grade. You will need to actively participate in most class sessions in order to earn the full 10 points for participation. Additionally, if you cannot attend a class it is YOUR responsibility to obtain notes, syllabi changes, assignments etc. from another student. If you know you will have to miss class in advance because of something beyond your control (NOT, for example, a routine appointment), let me know (with relevant documentation) in time to arrange when you should hand in any work. Make-up after the fact is available only for a documented emergency. Students who will miss class due to an athletic competition or other official university events are required to follow official ASU policies if they wish to make up an assignment. You must notify me immediately, and at that time we can make arrangements for turning in missed work. Those who fail to do so will not be accommodated.

Withdrawals and Incompletes
Please see me if you feel you will need to withdraw from the class. You will need to follow ASU and SGS rules on dates for withdrawal. I will not give incompletes for this course, except for extreme and ongoing situations such as family problems or illnesses that you or an immediate family member suffer that would make it impossible for you to come to class. Documentation is required. For more information, please see: http://www.asu.edu/aad/manuals/usi/usi203-09.html

Academic Dishonesty
Academic dishonesty is not tolerated in any shape or form. If you are unclear on what constitutes dishonesty, please see http://clas.asu.edu/files/AI%20Flier.pdf Dishonesty includes any forms of plagiarism, cheating on tests, turning in the same work for more than one class, and other things. I have a zero tolerance policy on academic dishonesty: An initial incident will result in the student receiving no credit for the assignment. A second incident will result in a failure in the class, and a grade of XE is an option for cases in which I feel there has been serious misconduct. It is your responsibility to be aware of what plagiarism is, and not to do it in any shape or form. There may be additional university consequences, including expulsion.

Other Policies
Please note the following.
1. There is no extra credit work.

2. The classroom is a place of mutual respect. Everyone is expected to treat each other and his/her questions and comments with civility. Cell phones must be off or on silent. Please, no text messaging, surfing websites, reading outside material, and the like during class. If you are using a computer during class I reserve the right to ensure you are using it for class purposes.

3. Announcements and instructions throughout the course (in class and on Blackboard) will amplify, supplement, and possibly change the syllabus. The student is responsible for keeping up-to-date on these announcements and for understanding any changes.

4. Email is a medium that should be used carefully. I do not answer emails immediately and especially not on nights and weekends, so be aware that emailing me the night before your assignment is due is not acceptable. Please plan ahead and try to make use of my office hours, not email, for more complicated or in-depth discussions.
5. If you have any disability or need any special consideration in the classroom or with assignments, please see me so that we can make appropriate arrangements. You may contact the Office of Disability Resources at (480) 965-1234 or www.asu.edu/drs for more information.
Outline and Schedule of Class Periods and Readings
--This schedule is subject to change -- pay attention to Blackboard announcements--
* Indicates readings that will be posted on-line. The rest are from the required books.

Jan 18  Introduction

Jan 25  What are the basic scientific theories underpinning climate change?
Archer and Rahmstorf, Preface, Ch1, Ch2, Ch3
Hulme, Ch 2 The discovery of climate change

Feb 1  What are the key pieces of evidence showing anthropogenic climate change?
Archer and Rahmstorf, Ch 4, Ch 5, Ch 6
*NYT, 2010, As Glaciers Melt, Science Seeks Data on Rising Seas:
*US EPA. 2010. *Climate Change Indicators in the United States* (skim)

Feb 8  What is the role of science and scientists in discussions of climate change?
Hulme Ch 3, The performance of science
*Merli, Z (2010). UK climate data were not tampered with. *Nature News*:

Feb 15  Why do some people still deny anthropogenic climate change is happening?
*Hoggan, James (2010). *Climate Cover-up*, p 31-133 (skim)

Feb 22  What are the predictions for future emissions?
Archer and Rahmstorf, Ch 7

**Mar 1** What impact are predicted for the future?
Archer and Rahmstorff, Ch 8
Lynas, Ch 1-3 (to Three Degrees)
* IPCC (2007). Summary for Policymakers (skim)

**OUTLINE DUE**

**Mar 8** What are the worst case scenarios for impacts?
Lynas Ch 4-6 (to Six Degrees)

**March 13-20** Spring Break — No Class

**Mar 22** Who is most vulnerable globally to climate change impacts?

**Mar 29** Can people just adapt to climate changes?
Assignment: GROUP SYLLABUS DUE

Apr 5 How do values and risk assessment influence our willingness to act to mitigate climate change?
Hulme Ch 5, The things we believe, Ch 6, The things we fear & Ch 7, The communication of risk

April 12 What are the policy options to mitigate climate change?
Archer and Ramsdorft, Ch 8, Ch 9
Hulme Ch 9, The way we govern

April 19 What are the economic costs of different policies?
Hulme Ch 4, The endowment of value

Apr 26 What are some US domestic policy actions?
* Pooley, E. (2010). In Wreckage of Climate Bill, Some Clues for Moving Forward. *Yale Environment 360*

May 3 What else can be done?
Hulme Ch 8, The challenges of development, Hulme, Ch 10, Beyond climate change
Lynas, Choosing our Future
*Selection from Goodall, C (2010)* *How to Live a Low-Carbon Life*. London: Earthscan

**FINAL PAPER DUE**