

Global Climate Change: Policy and Society
ENST 442 - Spring 2023

Instructor: Dr. Shannon Gibson
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Class Details:
Day/time: T/TH 3:30-4:50
Classroom: DMC 258
Office Hours: Monday 2-4 pm

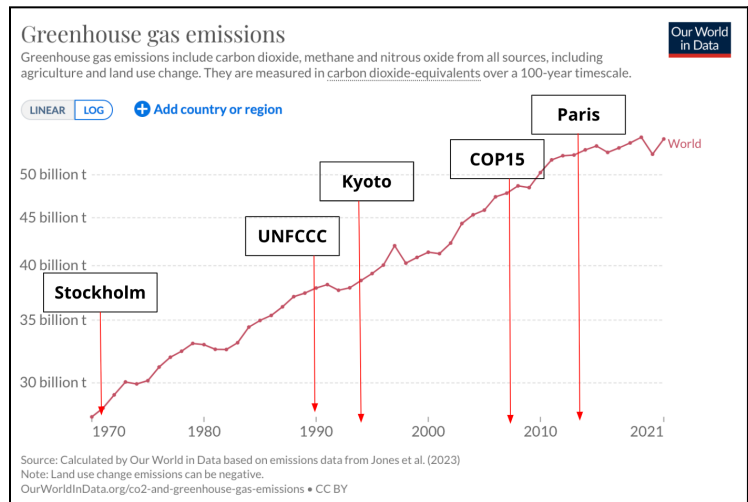
Course Overview:

Global climate governance has reached a critical juncture. At this point, world governments have been negotiating and signing successive treaties – creating the United Nations Framework Convention on Climate Change (UNFCCC) (1992), the Kyoto Protocol (1997), the Copenhagen Accord (2009), the Paris Agreement (2015) and more recently the Glasgow Climate Pact (2021) and the Sharm El-Sheik Implementation Plan (2022) - to deal with climate change mitigation and adaptation for 30+ years. And sadly the world has few concrete victories or successes to show for it. Here are a few takeaways from reports published last year alone:

Intergovernmental Panel on Climate Change (2022): *Climate change is already causing widespread disruption in every region in the world with just 1.1 degrees C (2 degrees F) of warming. Withering droughts, extreme heat and record floods already threaten food security and livelihoods for millions of people. Since 2008, devastating floods and storms have forced more than 20 million people from their homes each year.*

Emissions Gap Report (2022) -

The report finds that only an urgent system-wide transformation can deliver the enormous cuts needed to limit greenhouse gas emissions by 2030: 45 per cent compared with projections based on policies currently in place to get on track to 1.5°C and 30 per cent for 2°C. This report provides an in-depth exploration of how to deliver this transformation, looking at the required actions in the electricity supply, industry, transport and buildings sectors, and the food and financial systems.



While these may seem depressing, there is hope. The goal of this course is to take an interdisciplinary “deep-dive” into global climate policy and practice. In doing so, we will examine and critically assess various global treaties, governmental and non-state approaches and voluntary policies aimed at mitigating and adapting to global climate change. And we will do so in the vein of keeping an optimistic view of finding solutions and assessing novel ideas posed outside of government efforts.

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Learning Objectives:

1. Describe the history and evolution of global climate change treaties over the last three decades of Conference of Party (COP) meetings.
2. Explain the roles that various state, institutional and non-state actors have played in creating and implementing climate mitigation and adaptation politics over time.
3. Evaluate the effectiveness of various approaches to climate change mitigation and adaptation, locally and globally.
4. Summarize justice-based and intersectional critiques to current global climate policies.
5. Create educational and analytical materials on various climate change topics for public viewing.

Course Mechanics:

Course Norms: These are important norms for lecture and discussion engagement.

- Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
- Listen respectfully.** Don't interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives. Seriously consider points-of-view that differ from your current thinking.
- Understand that we are bound to make mistakes in this space,** as anyone does when approaching complex tasks or learning new skills. Strive to see your mistakes and others' as valuable elements of the learning process.
- Understand that your words have effects on others.** Speak with care. If you learn that something you've said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective. Learn how you can do better in the future.
- Take pair work or small group work seriously.** Remember that your peers' learning is partly dependent upon your engagement.
- Understand that others will come to these discussions with different experiences from yours.** Be careful about assumptions and generalizations you make based only on

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your own experience. Be open to hearing and learning from other perspectives.

- Make an effort to get to know other students. Introduce yourself to students sitting near you.** Refer to classmates by name and make eye contact with other students.
- Understand that there are different approaches to solving problems.** If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.

Required Texts and Reading Policies:

As a 400-level course, completing readings fully and on time is crucial. This course will have approximately 75-100 pages of reading per week. While I will lecture on aspects of the readings, it will usually be to add to what has already been read from my personal experience in climate negotiations and activism. If you do not have the base level of information prior to lecture you will likely be lost (and in a class this small, it will be fairly apparent). So please keep up with our reading schedule and complete readings PRIOR to the day they are assigned.

You do not need to purchase any books for this class as all are available as e-resources via the USC Library (I recommend finding them and bookmarking the links ASAP). If you learn better with a physical book, below the texts we'll be using 50% or more in case you want to order them:

- "The Climate Fix" (2010) by Roger Pielke, Jr. New York: Basic Books.
- "The History of Climate Governance" (2014) by Joyeeta Gupta. Cambridge University Press.
- "Negotiating the Paris Agreement: The Insider Stories." (2021) edited by Jepsen et al. Cambridge: Cambridge University Press.

Grade Breakdown:

Participation (10%):

Participation in this course is very important. First, the class is centered around topics on which you all have an opinion and they are honestly some of the most pressing, unsolved wicked problems of our lifetimes. In order to really get at the crux of why these issues are so persistent, it requires meaningful engagement with the materials and with each other as class colleagues. Second, we are a small class, so if you are not involved or engaged it will be readily apparent. Put simply, attendance does not equal participation and you should not take this portion of the grade as a given. Also, you do not start with a 100, instead you earn points by being an engaged participant through these three routes:

1. Engaged attendance: This means you are on-time and immersed in our course activities. While I strongly encourage you to bring laptops to class, you should refrain from using them for personal reasons not related to our course tasks.
2. Verbal participation in class: This includes answering questions that I pose, posing your own value-added questions and quality interaction during in-class discussions.
3. Participation in In-Class Activities: This includes active learning exercises, such as small group assignments, worksheets, case studies, and polls during class.

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**** Note: this is NOT an attendance grade.** I will not be taking attendance, instead I will be gauging your ability to complete the above three tasks. If you are absent, it is up to you to check the syllabus and Blackboard to complete makeup participation. If you fail to do this, you will receive lower marks or zeros.

Student Presentation (20%)

Each student will sign up for one week where they will create and deliver a 20-minute presentation on a specific question relating to that day's assigned topic. These presentations are NOT a summary of the assigned readings. Rather you are tasked with conducting your own research and analysis on the question assigned to take us beyond the readings and lecture. While I have provided suggested topics in the syllabus, I am open to you going in a different direction so long as you get it approved ahead of time. I strongly encourage you to make an office hour appointment with me at least 1-2 weeks in advance to discuss your approach.

Rubric and additional instructions provided on Blackboard.

Climate Communication Product (30%):

Counting for the most significant part of your grade, you are charged with educating the general public on a particular climate change issue. I'm very open to how you do this - audio, video, social media or written work - so long as it finds a public audience (i.e., no research papers or book reports). You get to choose your own topic based on your interest and can work individually or in a group. Once topics, format and groups are determined, I will work with you to establish rubrics, scaffolded deadlines, set parameters for length and determine a division of labor within groups.

Rubric and additional instructions provided on Blackboard.

Midterm & Final Exam (20% each):

There will be two in-class Bluebook style exams with ID term, short answer and essay questions. Review sheets will be provided for each.

Weighted Grade Summary:

Participation	10%
Student Presentation	20%
Midterm	20%
Communication Product	30%
Final Exam	20%
TOTAL	100%

Please consult carefully, this scale may be different than what you've had in other classes.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-50	< 50

Course Policies:

Email Communication: Email is the best way to contact me!!! When emailing, please make sure to address it properly, include your course number and section, and be clear in your request. All emails will be responded to within 48 hours, but please do not expect responses after 5 pm or on weekends / holidays.

In-class Communication: I respectfully ask that you not line up to ask me questions after class. It's not that I don't want to help you or discuss your concerns, but I must leave immediately after class for personal reasons.

Grading: I am always happy to discuss with you how you can improve your work, but I will not "regrade work" or consider grade revisions that have nothing to do with your actual submitted work (i.e., scholarship eligibility, GPA needs, grad applications and things of that nature.) If you do have a grade objection, that should be emailed to me with a written explanation of what you feel was graded incorrectly accompanied by supporting information (i.e., referencing the textbook or slides), within 1 week.

Extra Credit: In order to maintain fairness to all, I will never offer individual extra credit. Please do not ask. I may elect to offer extra credit to the whole class, but this is never guaranteed.

Deadlines: Deadlines are an important part of life and we should make every effort to meet them. Late work will be deducted ½ a letter grade at the due time and then per 24 hours late. That being said, I realize there is a lot going on in the world, so if something legitimate comes up, please reach out to me as early as possible to discuss options. Please note, if I feel like my lenience is being taken advantage of, I may have to reconsider some of the flexibility being offered.

Statement for Students with Disabilities: USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers and for approving and generating a Letter of Accommodation (LOA). The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu

Statement on Academic Integrity: Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. The full student handbook section on Academic Integrity is available in the [Student Handbook, pgs. 11-13](#).

Diversity and Inclusivity: It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. As such, I hope to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. I might not always succeed, but this is my desire. If you have suggestions on materials, readings or topics, they are always welcome. I encourage you to

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let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Flexibility & Compassion: Even though we are emerging from the pandemic, I understand that things don't always go the way we expect, for you and for me. There are mental health stresses, childcare issues, things that pop up to hinder our work that don't easily fit in the "sickness or documented emergency" box that the university lays out. If you are struggling, come talk to me (preferably with an idea of what you need from me to get you through whatever assignment or deliverable you are struggling with). Together we will work something out. Vice versa, I kindly ask that you extend the same courtesy to me should I need to reschedule office hours, need a bit more time to respond to an email and so on.

Should you need additional support, please consult these resources:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call Free and confidential therapy services, workshops, and training for situations related to genderbased harm. <https://engemannshc.usc.edu/rsvp/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086 Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support SOWK 637 – Wellness, Recovery, and Integrated Care 23 Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710 Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa>

Diversity at USC – <https://diversity.usc.edu/> Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

Course Schedule

Reading Key:

- **[USC Library]** - You can copy and paste the title into the search function of the USC Library website.
- **[BB]** - Posted on Blackboard > Lecture Modules > Readings.
- **[Online]** - Click the hyperlink and read.
- **[YFI]** - You find it! This is me empowering you to find academic resources on your own! We will walk through this process in class.

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<u>Lecture Topic</u>	<u>Reading Materials</u>	<u>Exercises / Deliverables</u>
T 8/22 Introduction to Class and Icebreaker	No specific readings, but request you spend 30 minutes researching media on COP28 and come with at least 2-3 questions you have about climate governance.	In-Class Exercise #1: Introducing ourselves + KWL Chart on Climate Change & Governance
TH 8/24 The Climate Science "Debate"	[USC Library] Pielke, Jr., The Climate Fix, Ch. 1 "Dinner Table Climate Science for Common Sense Climate Policy", pgs. 1-34	In-Class Exercise #2: Responding to a climate denier (that's been hounding me since my Conversation article came out) - should I, if so how?
T 8/29 Climate Change as Long-Term Global Governance Issue	[BB] Sprinz, Detlef F. 2009. "Long-Term Environmental Policy: Definition, Knowledge, Future Research." <i>Global Environmental Politics</i> 9 (3), 1-8 [BB] Hovi et al. 2009. "Implementing Long-Term Climate Policy: Time Inconsistency, Domestic Politics, International Anarchy" <i>Global Environmental Politics</i> (2009) 9 (3): 20–39.	In-Class Demo - How to find a journal article!
TH 8/1 Climate Governance Origins: The WMO, IPCC and UNFCCC	[USC Library] Gupta, J. (2014) Ch. 3 "Setting the Stage: defining the climate problem (until 1990)" pgs. 39-58 [USC Library] Gupta, J. (2014) Ch. 4 "Institutionalizing key issues: the Framework Convention on Climate Change (1991-1996)" pgs. 59-77	Student Presentation 1: What are the Benefits and Critiques of the IPCC?
T 9/5 Climate Governance I: The Kyoto Protocol	[USC Library] Gupta, J. (2014) Ch. 5 "Progress despite challenges: towards the Kyoto Protocol and beyond (1997–2001)" pgs. 78-98 [USC Library] Pielke, Jr. (2011) The Climate Fix, Ch. 2 "What we Know for Sure, but Just Ain't So", pgs. 35-60	
TH 9/7	[Online] Happaerts & Bruyninckx. (2013) "Working Paper No. 124 – Rising Powers	Student Presentation 2: What were the competing

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<p>Climate Governance II: COP15 and the “Copenhagen Accord” Debacle</p>	<p>in Global Global Climate Governance: Negotiating in the New World Order.” Leuven Centre for Global Governance Studies.(25 pgs.) [YFI] Fisher, D. (2010) “COP-15 in Copenhagen: How the Merging of Movements Left Civil Society Out in the Cold.” <i>Global Environmental Politics</i>, Volume 10, Number 2, May 2010, pp. 11-17 [YFI] Hari, J. “The Wrong Kind of Green” in <i>The Nation</i>, March 4, 2021</p>	<p>narratives on the COP15 Meltdown?</p>
<p>T 9/12 Climate Governance III: The Paris Agreement</p>	<p>[USC Library] Chasek, P. (2021) “The Paris Negotiations: Background and Context” in <i>Negotiating the Paris Agreement: The Insider Stories</i>. Pgs. 20-45 [YFI] Falkner, R. “The Paris Agreement and the new logic of international climate politics” <i>International Affairs</i>, Volume 92, Issue 5, September 2016, Pages 1107–1125.</p>	<p>In-Class Exercise #3: Do we agree with Falkner and what would a more effective treaty look like?</p>
<p>TH 9/14 Climate Governance IV: From Paris and Beyond</p>	<p>[Online] “Summary report, 6–20 November 2022 Sharm El-Sheikh Climate Change Conference” IISD (pgs.33) [Online] Chkarboul, C. & Martynowicz, T. (2023) “Broken Promises and Missed Targets: What Must be Done to Bridge Gaps ahead of COP28 in Dubai.” <i>Gibson Climate Justice Lab</i>.</p>	<p>In-Class Exercise #4: Diving into the COP27 Cover Decision</p>
<p>T 9/19</p>	<p>Communications Training with Allison Agsten, Director of USC Annenberg's Center for Climate Journalism and Communication.</p>	<p>We will have in-class climate communications training. Attendance is highly recommended as you will have work sessions related specifically to your final comms project.</p>
<p>TH 9/21</p>	<p>Observing NYC Climate Week</p>	<p>We will be observing live events of NYC Climate Week in class as part of your climate</p>

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		communication project. Make sure to bring your computer or tablet to class.
T 9/26 Actors I: The Global North	[USC Library] Betts, P. (2021) "The EU's Role in the Paris Agreement." in <i>Negotiating the Paris Agreement: The Insider Stories</i> . Pgs. 111-138 [USC Library] Biniaz, S. (2021) "The United States: Interesting Processes and Techniques Lined the Road to Paris." in <i>Negotiating the Paris Agreement: The Insider Stories</i> . Pgs. 139-159	Student Presentation 3: Who is a climate leader in the Global North?
TH 9/28 Actors II: The Global South	[USC Library] Zhenhua, X. (2021) "The Paris Agreement and China's Imprint." in <i>Negotiating the Paris Agreement: The Insider Stories</i> . Pgs. 97-110. [USC Library] Halkyer, R. (2021) "COP21 - Complaints and Negotiations: The Role of the Like-Minded Developing Countries Group and the Paris Agreement" in <i>Negotiating the Paris Agreement: The Insider Stories</i> . Pgs. 160-181 [Online] Foley et al. (2023) "Understanding 'Islandness'." <i>Annals of American Association of Geographers</i> , Open Access.	Student Presentation 4: Who is a climate leader in the Global South?
T 10/3 Actors III: Environmental NGOs	[USC Library] Morgan, J. (2021) "The Power of Civil Society." in <i>Negotiating the Paris Agreement: The Insider Stories</i> . Pgs. 245-264 [Online] Nasiritousi & Hjerpe. (2016). "The roles of non-state actors in climate change governance: understanding agency through governance profiles." <i>International Environmental Agreements</i> 16: 109-126. [Online] Marika Gereke & Tanja Brühl (2019) Unpacking the unequal representation of Northern and Southern NGOs in international climate change	Student Presentation 5: What is the Group of 10 - the good, the bad and the ugly?

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	politics, <i>Third World Quarterly</i> , 40:5, 870-889.	
TH 10/5 Actors IV: Grassroots and Justice-Based Movements	[Online] Reitan, R. & S. Gibson. (2012) <i>Climate Change or Social Change? Environmental and Leftist Praxis and Participatory Action Research</i> , <i>Globalizations</i> , 9:3, 395-410, DOI: 10.1080/14747731.2012.680735 [YFI] Wapner, P. (2012) "After nature: environmental politics in a postmodern age" in <i>Handbook of Global Environmental Politics, Second Edition</i> . Pgs. 431-442.	Student Presentation 6: What does a Feminist take on climate change look like?
T 10/10	IN-CLASS MIDTERM	IN-CLASS MIDTERM
TH 10/12	No Class	Fall Break
T 10/17 Radical Environmental Activism	[Podcast] "Get Up, Stand Up: What Actions Move the Needle?" <i>Climate One</i> . May 5, 2023. (1 hour.) [Online] "Throwing soup on a Van Gogh and other ways young climate activists are making their voices heard over Egypt's climate summit protest suppression" by S. Gibson in <i>The Conversation</i> , November 12, 2022	
TH 10/19 Actors V: Business and Industry	[USC Library] Howard, S. (2021) "Business: Creating the Context." in <i>Negotiating the Paris Agreement: The Insider Stories</i> . Pgs. 265-283 [USC Library] O'Neill, K. (2009) "Non-state global environmental governance" in <i>The Environment and International Relations</i> . Pgs. 167-196.	Student Presentation 7: Is it CSR or Greenwashing?
T 10/24 Mitigation I: Overview of Decarbonization	[USC Library] Pielke, Jr., <i>The Climate Fix</i> , Ch. 3 "Decarbonization of the Global Economy", pgs. 61-80 [Online] Fawzy et al. (2020) "Strategies for mitigation of climate change: a	

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	<p>review.” <i>Environmental Chemistry Letters</i>. 18:2069–2094</p> <p>[Video] “An Overview of the EN-Roads Simulator.” (3 mins)</p>	
<p>TH 10/26</p> <p>Mitigation II:</p> <p>Comparing State-Based Mitigation Approaches</p>	<p>[USC Library] Pielke, Jr., <i>The Climate Fix</i>, Ch. 4 “Decarbonization Policies Around the World”, pgs. 81-116</p> <p>[Online] “Pocket Guide to NDCs under the UNFCCC.” (75 pages)</p>	<p>Student Presentation 8: Comparing country mitigation commitments using EN-Roads</p>
<p>T 10/31</p> <p>Mitigation III:</p> <p>Flexible Mechanisms, Offsetting and Carbon Trading</p>	<p>[Online] “Carbon Trading: Will it solve global warming?” in <i>CQ Researcher</i> by Jennifer Weeks.</p> <p>[Online] Gifford, L. (2020) “You can’t value what you can’t measure”: a critical look at forest carbon accounting.” <i>Climate Change</i>. 161:291–306.</p>	<p>Student Presentation 9: What about a Carbon Tax?</p>
<p>TH 11/2</p> <p>Adaptation I:</p> <p>The Shift from Mitigation to Adaptation</p>	<p>[USC Library] Pielke, Jr., <i>The Climate Fix</i>, Ch. 7 “Disasters, Death and Destruction”, pgs. 161-190</p> <p>[Online] Biagiani et al. (2014). “A typology of adaptation actions: A global look at climate adaptation actions financed through the Global Environment Facility.” <i>Global Environmental Change</i>. 25: 97-108.</p> <p>[Online] Petzold, J. (2020) “Indigenous knowledge on climate change adaptation: a global evidence map of academic literature.” <i>Environmental Research Letters</i>. Pgs. 1-14.</p>	<p>Student Presentation 10: Does a focus on adaptation distract from mitigation?</p>
<p>T 11/7</p> <p>Adaptation II:</p> <p>Green and Grey Measures for Adaptation</p>	<p>[USC Library] Pielke, Jr., <i>The Climate Fix</i>, Ch. 5 “Technological Fixes and Backstops”, pgs. 117-142</p> <p>[YFI] Humphreys, D. (2012) “The global politics of geoengineering.” in <i>Handbook</i></p>	<p>In-Class Exercise #5: Is Geoengineering the answer to global warming?</p>

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	<p><i>of Global Environmental Politics, Second Edition</i>. Pgs. 455-465.</p> <p>[Online] “Report: Nature Based Solutions for Climate Change.” IUCN.</p>	
<p>TH 11/9</p> <p>Climate Finance I:</p> <p>Funding for Mitigation and Adaptation</p>	<p>[Online] Strobel & Wurgler. (2021). “What do you think about climate finance?” <i>Journal of Financial Economics</i>. (42)2: 487-498.</p> <p>[YFI] Roberts et al. “Rebooting a failed promise of climate finance.” <i>Nature Climate Change</i>, Vol 11, March 2021, pgs. 180-182.</p>	<p>Student presentation 11: What does effective climate finance look like?</p>
<p>T 11/14</p> <p>Climate Finance II:</p> <p>Funding for Loss & Damages</p>	<p>[Online] Warner & van der Deest. (2013) “Loss and damage from climate change: local-level evidence from nine vulnerable countries.” <i>International Journal of Global Warming</i>. (5) 4: 367-386.</p> <p>[Online] Lai et al. (2022) “Climate justice for small island developing states: identifying appropriate international financing mechanisms for loss and damage.” <i>Climate Policy</i> (22) 9: 1213-1224.</p> <p>[YFI] Broberg, Morten. 2020. Interpreting the UNFCCC’s Provisions on ‘Mitigation’ and ‘Adaptation’ in Light of the Paris Agreement’s Provision on ‘Loss and Damage’. <i>Climate Policy</i> 20(5), 527-533.</p>	<p>Student presentation 12: What is the Global Shield in relation to L&D? Is this a viable alternative or complement?</p>
<p>TH 11/16</p> <p>So What’s Next?</p>	<p>[USC Library] Pielke, Jr., <i>The Climate Fix</i>, Ch. 9 “Obliquity, Innovation, and a Pragmatic Future for Climate Policy”, pgs. 217-238</p> <p>[USC Library] Walker et al. (2021) “Conclusion: The Landscape of Multilateral Agreement in Paris and Beyond.” in <i>Negotiating the Paris Agreement: The Insider Stories</i>. Pgs. 314-338</p>	
<p>T 11/21</p> <p>Flex Day</p>	<p>Lecture Catch Up</p> <p>In-Class Work Session for Student Presentations</p>	

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TH 11/23	No Class	Happy Thanksgiving
T 11/28	Student Presentations	All students attend to complete peer evaluations. Will also do final review at the end of class.
TH 11/30	Student Presentations	All students attend to complete peer evaluations. Will also do final review at the end of class.

FINAL EXAM: Tuesday, Dec 12, 2023 2-4 pm