The course has a dual focus on climate change as a pressing global issue, and the phenomenon of globalization which shapes it and other issues. For example, climate change is largely caused by the fossil-fuel-powered capitalist industrial economy that dominates the global economic order, it intersects in various ways with global development objectives, global governance institutions and global civil society seek to remedy its impacts, and geopolitical power differentials as well as inequality between and within nations impact the successfullness of attempts to address the issue. Those and other dynamics highlight the usefulness to study climate change through the lens of globalization and vice versa. Consequently, the objective of this course are twofold,

1. to deepen students’ understanding of the historical, political and economic processes that are collectively referred to as globalization,
2. to understand the political, social and economical causes of climate change and its impacts, potential solutions and their relationships to processes of globalization.

How to Reach Me

The best way to reach me is by email at christian.holz@carleton.ca. I check email Monday-Friday and do not typically respond on evenings or weekends. If you have not received a reply within 24 hours, please feel free to write again. It is also good form to send a brief follow-up email if you have managed to resolve your issues prior to receiving my reply, to let me know that you don’t require my response anymore.

Teaching Methods

This course is a seminar course, and success of this course depends on your willingness to come to class prepared, engage in class discussions and group work, and learn from each other through these interactions. Occasionally, as needed, I will give short mini-lectures on specific topics and we will have student presentations to bring literature to the class room that’s additional to what we have all read. The course will also include weekly student presentations which we will use to bring additional pieces of literature into our discussions.
### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reading Journal Entries</td>
<td>15%</td>
<td>On Jan 22, Jan 29, Feb 5, Feb 12, Feb 26, Mar 5, Mar 12, at 5:00pm each</td>
</tr>
<tr>
<td>In-Class Presentation</td>
<td>20%</td>
<td>various dates, in class</td>
</tr>
<tr>
<td>Annotated Bibliography and Paper Abstract</td>
<td>25%</td>
<td>March 3, 11:59pm</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
<td>April 9, 5:00pm</td>
</tr>
</tbody>
</table>

#### Total: 100%

**Reading Journal (15%)** Reading journal entries are intended to encourage students to engage with the prescribed readings for each class prior to the class and reflect on the contents of the readings, which in turn is intended to improve the quality of in-class discussions by ensuring students come to class well prepared. Reading journal entries are graded primarily based on effort and on a 0/1/2 scale, with 0 typically reflecting failure to submit, and 1 being given for a poor-quality response which indicates inadequate engagement with the reading or hasty composition of your text.

Together, the weekly reading journal entries are worth 15% of your final grade and will consist of a brief synopsis and critical engagement with the text (in 250 words or less). Submission of reading journal entries will take place through cuLearn and each is due at 5:00pm Tuesday of each week. There will be 7 opportunities to submit reading journal entries but only the 6 highest marks will be included in your final grade, which allows you to drop a low mark or skip one of the reading journal submissions altogether without penalty. I will grade the reading journal entries as soon as possible after submission and within 5 teaching days the latest. Grades (and feedback, if applicable) will be made available to you through the cuLearn Gradebook.

With your reading journal entries, you will also submit one question for class discussion. These discussion questions should engage the readings of the week and might relate to a specific application of the reading, an area of confusion in the readings or across texts, etc. Since these questions are intended to support in class discussion, they will be posted on the course website and should therefore be reviewed by all students prior to coming to class. Reading assignments are not required for the first week and the last three weeks of the class. Reading assignments not submitted by the weekly deadline will receive a mark of zero. If your failure to submit is due to documented medical illness or other extraordinary life issues, you must email me as soon as possible to discuss whether a makeup is warranted.

**In-class presentation (20%)** During the first meeting of the class, one or two students will self-assign to each of the weeks 3 to 10. Students will be assigned additional pieces of literature that provide important background to or additional perspectives on the week’s topic and will orally present that literature in 8-10 minutes during the class. During class discussions, you should think of yourself as the expert on the literature that you presented and help your fellow students connect that literature to the topic of discussion.

**Annotated Bibliography and Paper Abstract (25%)** This assignment is intended to provide an early opportunity for you to work on your essay project and to receive early feedback on your project idea.
and your writing. Since this is a fourth-year course, the topic of the essay project will be determined by yourself. You’re encouraged to reach out to the instructor to discuss the suitability of the essay topic, but this early assignment is also intended for you to test the suitability of your topic yourself (through literature search and composition of an abstract) as well as getting early feedback thereon. For this assignment, you will have to i) select a specific topic for your final essay, ii) locate a minimum of 5 academic sources that are relevant for your topic, iii) compose a critical annotated bibliography for these academic sources, which also indicates how you anticipate your use of these sources in your final paper, and iv) write a brief (300-400 words) abstract of how you anticipate your final paper. Overall, this assignment should be in the 1500-2000 words range. More details will be shared in class. The assignment is due via cuLearn on March 3, at 11:59pm and will be returned to you within 10 teaching days. Microsoft Word, OpenOffice Writer or Apple Pages formats are preferred for ease of providing feedback, but Adobe Acrobat (pdf) is also acceptable.

**Final Paper (40%)** This formal essay offers you an opportunity to explore in more detail a self-selected aspect of the course material. Normally, you are expected, and indeed, strongly encouraged, to continue with the same topic as your abstract and annotated bibliography. If you want to change topics, you must obtain the instructor’s permission to do so. Your essay should extend the analyses and discussions from the class to a deeper level and showing your knowledge and understanding of the topics at the center of this course.

In addition to demonstrating adequate knowledge of the course material your essay should also demonstrate your ability for critical thinking and should feature clear writing, complete and consistent referencing and very good analytical skills. For referencing, any recognized citation style acceptable but ensure to apply it consistently; the APA style (https://library.carleton.ca/help/apa-citation-style) is typically used in geography and other social sciences.

Your final essay must be 4000-5000 words in length, not counting the bibliography or front matter such as title page or table of contents. Please include a title page with the title of your essay, your student number and name, the course code and name, the submission date and the instructor’s name. Essays are submitted as a single file through cuLearn. Microsoft Word, OpenOffice Writer or Apple Pages formats are preferred for ease of providing feedback, but Adobe Acrobat (pdf) is also acceptable.

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**Course Calendar**

**Week 1, Wednesday, January 9, 2019** 11:35am-2:25pm
No reading assignment
Topics: Review of Syllabus and course assignments. Globalization and Climate Change (I)
After reviewing the syllabus and the course assignments together, we’ll review our collective understanding of both globalization and climate change and identify potential gaps in this collective knowledge. There will also be an opportunity to agree to changes in the issues that we want to cover over the following weeks in class. Please come to class prepared to share what you want to get out of this class.

**Week 2, Wednesday, January 16, 2019** 11:35am-2:25pm
Topic: Globalization and Climate Change.
Based on the discussion from week 1, we’ll cover some of the most central components of both the globalization debate as well as of climate change, to ensure a solid foundation for the remainder of the course. Readings might change depending on the specific topics identified during week 1 discussion.
Required reading:

**Week 3, Wednesday, January 23, 2019, 11:35am-2:25pm**
* Reading assignment due Tuesday, January 22, 2019, 5:00pm
**Topic: Economic globalization and the Kaya Identity.**
The Kaya Identity is a simple yet powerful formula that links the economic drivers of a globalized world economy with levels of global greenhouse gas emissions and thus with climate change. It can help understand the forces that shape climate change and responses to it.

 Required reading:
- to be determined

**Week 4, Wednesday, January 30, 2019, 11:35am-2:25pm**
* Reading assignment due Tuesday, January 29, 2019, 5:00pm
**Topic: Neoliberal globalization, green capitalism and green growth.**
Green growth, or green capitalism postulates that environmental issues, including climate change, can be overcome through sustained economic growth within a capitalist global economic order which allows, *inter alia*, more environmentally friendly technologies and consumer choices to rapidly proliferate throughout the global economy.

 Required reading:

Further reading:

**Week 5, Wednesday, February 6, 2019, 11:35am-2:25pm**
* Reading assignment due Tuesday, February 5, 2019, 5:00pm
**Topic: The tragedy of the commons and global public goods.**
Climate change (or, more specifically, its mitigation and the adaptation to its impacts) can be thought of as a global commons, or a global public good. We will consider both of these concepts and how they help us think about climate change in the context of globalization.

 Required reading:

Further reading:

Week 6, Wednesday, February 13, 2019, 11:35am-2:25pm
* Reading assignment due Tuesday, February 12, 2019, 5:00pm
Topic: Climate change, the Agenda 2030, and the Sustainable Development Goals
The Sustainable Development Goals represent a specific articulation of the vision of globalization (“The Future We Want”) agreed to by countries at the 2012 Rio+20 conference. Climate change is not only an SDG in its own right but is also related to several other SDGs.

Required reading:

Further reading:

February 18 – February 24, 2019 = Winter break = no class
No reading assignment

Week 7, Wednesday, February 27, 2019, 11:35am-2:25pm
* Reading assignment due Tuesday, February 26, 2019, 5:00pm
* Annotated bibliography and paper abstract due March 3, 11:59pm
Topic: Climate Justice, North/South Equity and Inequality
This week we will consider the question of how the effort to address anthropogenic climate change can be fairly shared among countries, and people within them, and how these questions relate to issues of inequality and poverty.
Required reading:

Further reading:

**Week 8, Wednesday, March 6, 2019**, 11:35am-2:25pm
* Reading assignment due Tuesday, March 5, 2019, 5:00pm
Topic: The role of land and forests in addressing the anthropogenic climate change
While carbon dioxide emissions from energy, especially through the use of fossil fuels, are the main source of global greenhouse gas emissions, land and forests also play, and will play, a major role. This week we will look at the role of land in addressing climate change.

Required reading:

Further reading:

**Week 9, Wednesday, March 13, 2019**, 11:35am-2:25pm
* Reading assignment due Tuesday, March 12, 2019, 5:00pm
Topic: Global Civil Society and the international climate movement.

Required reading:
Further reading:

**Week 10, Wednesday, March 20, 2019** 11:35am-2:25pm
* Reading assignment due Tuesday, March 19, 2019, 5:00pm
Topic: International climate governance, the UNFCCC and the Paris Agreement.
We will look at the United Nations Framework Convention on Climate Change (UNFCCC) and its Paris Agreement as the main global governance institution to address climate change. We will also spend some time introducing next week’s negotiation simulation and will go through some background information to ensure the exercise is as useful as it can be.

Required reading:
- to be decided: one or two pieces of literature reflecting on the outcomes of the December 2018 UN climate conference in Katowice, Poland

Further reading:

**Week 11, Wednesday, March 27, 2019** 11:35am-2:25pm
No reading assignment
Topic: World climate change negotiation simulation, Part 1:
We will simulate (or role-play) international climate change negotiations in class, where each of you will (in teams where appropriate) take the role of the climate change negotiators of one of the world’s countries or groups of countries. We will use the real-time climate model C-ROADS to test whether the results of your negotiations are suitably ambitious to avert dangerous climate change. We will also reflect on the role-play experience and on the barriers to agreements that you might have.

Required reading:
- Country / region factsheets that will be distributed in class/on cuLearn in week 10

**Week 12, Wednesday, April 3, 2019** 11:35am-2:25pm = Last class
No reading assignment
Topic: World climate change negotiation simulation, Part 2: devising energy and climate policies
Using the real-time climate and energy model En-ROADS, we will try to collectively devise a series of simplified (globally uniform) climate and policy packages suitable to implement the global emissions trajectory that you have negotiated in week 11. We will also discuss, based on our discussions earlier in the course, the limitations of and barriers to those policies in the context of a globalized economic, social and political system.

Required reading:
- En-ROADS handout to be distributed in class/on cuLearn in week 11
**Back up your work!**

You are strongly encouraged to follow an appropriate backup regime for your work. Computer failures do happen and are frustrating in their own right even without losing work in the process. A good and simple backup method is to email the document you are currently working on to yourself (or/and a peer) at regular intervals including at the end of a working day. Please also do keep copies of all the work you are submitting to me electronically (reading journal entries, annotated bibliography, and papers), at least until you have received your final, faculty-approved grade for the course.

**Obtaining your readings**

Required readings are either available online freely, through the library subscription or via cuLearn and/or Ares. Readings have a hyperlinked [link] or [doi] included in brackets, which can be used to directly assess the reading from the electronic version of this syllabus, which has been emailed to you and which is available through cuLearn. Other sources and additional material will be made available through cuLearn and/or Ares as required. Please make sure that you have access to all required readings well ahead of time, so that you can ask librarians (or me) for assistance.

**Policy on Late Work**

In the case of reading journal entries, it is crucial to submit them by the indicated deadline as any late completion of these tasks will negatively impact our in-class discussions. Thus, late submissions of reading journal entries will receive a grade of zero. In the case of documented medical illness or other exceptional circumstances, the student must email the instructor as soon as possible. Instructor and student will then determine whether a make-up assignment is appropriate.

In the case of in-class presentations, failure to deliver the presentation at the date that a student has signed up for will negatively impact the course. Late presentations are typically not possible since class time in later weeks is reserved for that week’s topic. As such, in the case of a failure to deliver the presentation the student will receive a grade of zero for the assignment. Only in the case of documented medical illness or other exceptional circumstances will a potential make-up be considered, but only if the student has alerted the instructor as soon as possible once this is known.

In the case of annotated bibliography and abstract, as well as final essays, late submissions will be penalized at 3% per calendar day or part thereof, including weekends. No assignments will be accepted ten days or later after the due date. No extensions will be granted for course assignments except under exceptional circumstances including documented illness. If you need an extension you have to contact the instructor as soon as you know of the circumstances necessitating the extension, but in any event no later than 24 hours before the assignment is due.
Redistribution of Course Content

Student or instructor materials created for this course (including lecture slides, presentations, lecture notes, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Grading

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

- A+ = 90-100
- A  = 85-89
- A - = 80-84
- B+ = 77-79
- B  = 73-76
- B - = 70-72
- C+ = 67-69
- C  = 63-66
- C - = 60-62
- D+ = 57-59
- D  = 53-56
- D - = 50-52
- F  = Below 50
- WDN = Withdrawn from the course; ABS = Student absent from final exam; DEF = Deferred; FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean. Standing in the course will be shown by alphabetical grades.

Carleton E-mail Accounts and cuLearn

All email communication to students of this course will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton email and cuLearn accounts.

Statement on Plagiarism

The Carleton University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own”. This can include the following:

- Reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- Handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”
You should familiarize yourself with Carleton University's policy on Academic Integrity, which can be found by following the link below:
http://www.carleton.ca/studentaffairs/academic_integrity/docs/Academic_Integrity_Policy.pdf

### Additional Student Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at:
http://carleton.ca/csas

### Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Pregnancy obligation**
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

**Religious obligation**
Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

**Academic Accommodations for Students with Disabilities**
If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. http://carleton.ca/pmc

**Survivors of Sexual Violence**
As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support
Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline