Political Science 49: Climate Change & Global Justice

Table of Contents
Goals for this Course .................................. 2
Readings and Media...................................... 3
Assessing Your Success................................. 4
Building an Inclusive and Equitable Classroom..... 5
Course Schedule ......................................... 6

About This Course
Instructor: M. Christopher Sardo, PhD
Meeting Time and Place
- Lecture-MWF 11-11:50am SSL 140
- Disc 1: M 12-12:50pm SSL 129
- Disc 2: Tu 11-11:50am RH 114
- Disc 3: W 10-10:50am DBH 1427
Canvas Site: TBA

About Me
Email: msardo@uci.edu
Office Hours
- Wednesday 2-4pm or by appointment
Office: SSPB 2271

Important Dates
First Day of Class: April 2, 2018
Midterms: 4/30 & 5/28
Last Day of Class: June 8, 2018
Final: Tuesday, June 14 5pm
GOALS FOR THIS COURSE

Many activists and advocates have argued in recent years that climate change is not only an environmental problem, but a problem for global justice. **What does it mean to treat climate change as an injustice?** How does treating it as a question of global justice change the way we understand and respond to climate change? Who is responsible for global climate change? This course explores these questions by studying debates over the ethics of global climate change.

Our study will be organized into two main sections. We will begin by asking the question, **is climate change a question of global justice?** To answer this question, we will begin by studying theories of justice, or different accounts of what counts as an injustice. Then, we will turn to climate change to analyze three different ways that it could be understood as an injustice: it is unjust towards the poor, it is unjust towards future generations, and it is unjust towards nature. The second half of the course will focus on **what responsibilities or obligations we have, if we understand climate change as a question of global justice.** Once again, we will begin with theoretical questions, specifically: do our ethical and political obligations end at national boarders, or do we have similar obligations to all persons regardless of where they live? Subsequently, we will analyze different responses to climate change from the perspective of global justice, paying specific attention to the question of responsibility. Who should bear responsibility for the costs of adapting to and mitigating the effects of climate change? This class will not settle these questions definitively, but will provide a survey of the different challenges of and responses to climate change from the perspective of global justice and empower you to develop your own position.

By the end of the Quarter, you will be able to:

- **Identify, define, and employ theories and principles of global justice**
- **Defend, critique, and compare different accounts of global justice**
- **Analyze political dilemmas and evaluate contending responses from the perspective of global justice**
- **Write analytical essays that defend arguments about global justice in specific empirical cases**
Readings and Media

All of the reading assignments for this course can be found in one of these sources:

**AJ in Syllabus**
- Please purchase, rent or borrow this book

**CE in Syllabus**
- Please purchase, rent or borrow this book

**LD in Syllabus**
- Articles and other resources available through the UCI library online database (Hyperlinks included in syllabus)

**Canvas in Syllabus**
- Book chapters and other materials made available on the course canvas website.
- Please bring a copy (physical or digital) to class.

**Web in Syllabus**
- News articles and other media available on the internet (Hyperlinks included in syllabus)

- If you have trouble accessing any of the material, please contact me, so that I can ensure you are able to read the material and keep up with the class.
- Please bring your readings to class, so that we can discuss specific arguments, data, and conclusions.
ASSESSING YOUR SUCCESS

- **Midterm Exams**: To evaluate your mastery of the course material and skills being developed as we move through the quarter, there will be two midterm exams, during week 5 and week 9. These exams will be a mix of **identification questions** and **short answer questions**. More details about the format and assessment criteria will be made available.

- **Take home Final**: To assess both your knowledge of course material and your ability to apply these concepts and theories in writing argumentative analytical essays, the final exam will be a **take home exam** distributed on the **last day of class** and due June 14 at 5pm. You will be asked to write 2 **short (2-3 page) essays** based on 3 **provided prompts**. You will be encouraged to use **course readings** and your **notes**, but your essays must be **completed independently**.

- **Attendance and Participation**: The questions and challenges we will be discussing in this course are about communities; therefore, it is best to engage them as a group. **The classroom is not a place to learn passively but an opportunity to grapple with some of the most pressing and challenging questions of politics with your peers**. Bring your **questions**, **interpretations**, **criticisms**, and **analyses** to class. Participation also requires preparation: please carefully read all assigned readings and bring the assigned texts to class to facilitate a thorough discussion.

---

**BREAKDOWN OF FINAL GRADE**

- Midterm 1: 30%
- Midterm 2: 30%
- Take-Home Final: 30%
- Participation: 10%
Building an Equitable and Inclusive Classroom

Learning is a project that we work on together; success in the classroom requires all of us working together to build an environment where all of us are empowered to learn, contribute, and produce our best work. Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course.

Respect in the Classroom

• All members of the UCI community deserve to be treated with respect and dignity. While well-reasoned, passionate, and contentious debates and disagreements are encouraged, I will not allow belittling, insulting, or mocking others based on their race, gender identity or expression, nationality or ethnic background, sexuality, religion, class, or any other aspects of identity.

Accessibility

• If you require accommodations, you have a right to ensure they are met. Please notify me as early as possible so I can ensure you have the resources to do your best work.

Office Hours and Communication

• Office hours are a resource to help you achieve your best in this course. Please come to office hours when:
  • You have questions, are excited, or want to learn more about the material
  • You are unsure about an assignment's expectations or grade
  • You are under stress because of a personal matter
  • You were unable to attend a class meeting
  • You want to talk to me about school, life, or anything else
• If you cannot make my scheduled office hours, please email me to schedule a time.
• Email is a great medium for clarifying assignment questions or scheduling meetings. Unfortunately, it is not a good medium for reviewing material, discussing the substance of assignments, or asking questions about graded material. We can learn better and more efficiently by meeting in person about these matters.

Scheduling, Emergencies, and Makeups

• Please note the dates and times of all assignments in a planner or calendar app. If you have a university approved conflict (religious observance, athletics event, academic competition), please let me know early so we can make arrangements.
• I also know that things don't always go according to plan. If an unplanned event or emergency is preventing you from completing assignment, we can work together to arrange a makeup. Please contact me within 24 hours and provide documentation and we can go from there.

Your Health and Success

• I want you to be successful in this class, at UCI, and in life. Your physical, mental, emotional, and spiritual health are just as important as your academic success. I encourage you to let me know if you are facing any challenges precluding you from doing your best work so that we can work together to address.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT 1: CLIMATE CHANGE AND GLOBAL JUSTICE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 1: Introducing Global Justice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/2</td>
<td>Introductions</td>
<td>• No assigned readings</td>
</tr>
<tr>
<td></td>
<td>• What is political theory?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Why should we think about climate change and global justice together?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What do we mean when we talk about justice and injustice?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How should we think about justice?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is justice real or is it an illusion?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Is it rational to act justly?</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2: Theories of Justice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How does John Rawls defend justice as fairness?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What implications do his principles of justice have on political life?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How does Iris Young’s emphasis on domination change the way we think about justice?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How does her argument challenge Rawls’ conception of justice?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How do environmental questions relate to questions of justice?</td>
<td>• Purdy, Jedediah. “Environmentalism was once a Social Justice Movement” <em>The Atlantic</em> December 7, 2016 (Web).</td>
</tr>
<tr>
<td></td>
<td>• How could Rawls’ and Young’s theories help us understand environmental justice?</td>
<td></td>
</tr>
</tbody>
</table>

**Week 3: Climate Change and Justice I – Fairness and Equality**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 4/16 | Climate Change: Scientific and Political Background  
- How has climate change become a political issue? | Vanderheiden, “The Politics of Climate Change Mitigation:” *AJ* Chapter 1 |
| 4/18 | Climate Change, Fairness, and Equality  
- Does climate change create unjust distributions of resources?  
- If so, how? | Vanderheiden, “Climate Change, Fairness, and Equality:” *AJ* Chapter 2 |
| 4/20 | Climate Change, Fairness, and Equality continued  
- Does climate change create unjust distributions of resources?  
*The Economist*, “Climate Change and Inequality” June 13, 2017 (Web). |

**Week 4: Climate Change and Justice II – Domination**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 4/23 | Dominating Others  
- Does climate change create systems of domination between different people around the globe? | Vanderheiden, “Climate Change and International Justice:” *AJ* Chapter 3.  
Robinson, Mary “Why Climate Change is a Threat to Human Rights” *Ted Talk* October 14, 2015 (Web). |
| 4/25 | Dominating the Future  
- What does it mean to dominate future generations?  
- Does climate change create systems of domination between present and future generations? | Vanderheiden, “Climate Change and Intergenerational Justice:” *AJ* Chapter 4.  
Gardiner, Stephen M. “A Perfect Moral Storm: Climate Change, Intergenerational Ethics and the Problem of Moral Corruption” in CE |
| 4/27 | Dominating Nature  
- Is it unjust to dominate nature?  

**Week 5 Debating Climate Justice**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/30</td>
<td>Midterm 1</td>
<td>No Assigned readings</td>
</tr>
</tbody>
</table>
Critiques of Climate Justice I: Present Costs and Future Wealth  
- Is it just for present generations to sacrifice for future generations to benefit?  
- How should we value the future?  
  - Lomborg, Bjorn, “Global Priorities Bigger than Climate Change” Ted Talk January 12, 2007 (Web).  

Critiques of Climate Justice II: Category Mistake?  
- Should climate change and global justice be understood as linked?  
- Are there benefits from separating the two issues?  

UNIT 2: RESPONSIBILITY FOR CLIMATE JUSTICE

Week 6 The Scope of Global Responsibility

State-Centered Responsibility  
- Why might our responsibilities to others stop at national borders?  

Cosmopolitanism  
- Why might our responsibilities extend to the entire globe?  
  - Singer, Peter, “One Atmosphere” in CE

Social Connections Model  
- Is there a middle-way between state-centric and cosmopolitan theories of responsibility?  

Week 7: Who is Responsible for Global Climate Change?

Is Anyone Responsible for Climate Change?  
- Can our ordinary concepts of responsibility make sense of climate change?  
  - Jamieson, Dale “Ethics, Public Policy, and Global Warming” in CE  

Who Should Pay for Climate Change?  
- Is the “Polluter Pays Principle” a legitimate way of distributing the costs of adapting to and mitigating climate change?  
  - Shue, Henry “Global Environment and International Inequality” in CE

Who Should Pay for Climate Change? (continued)  
- How might the “Polluter Pays Principle” be adapted to respond to climate change?  
  - Caney, Simon, “Cosmopolitan Justice, Responsibility, and Global Climate Change” in CE

Week 8: Egalitarian Justice and Responsibility for Climate Change
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• How should responsibility for global climate change be conceptualized?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How does Vanderheiden’s answer compare with Jamieson’s, Shue’s, and Caney’s?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What are the epistemological barriers that make it difficult to respond to climate change?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How could these be overcome?</td>
<td></td>
</tr>
<tr>
<td>5/25</td>
<td>Designing Just Global Institutions</td>
<td>Vanderheiden, “Equity, Responsibility, and Climate Change Mitigation:” <em>AJ</em> Chapter 7</td>
</tr>
<tr>
<td></td>
<td>• How can global institutions be designed to respond to climate change and integrate concerns for global justice?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week 9: Democracy, Politics, and Responsibility</td>
<td>No assigned readings</td>
</tr>
<tr>
<td>5/28</td>
<td>Midterm II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Do democratic principles inhibit or support political responses to climate change?</td>
<td>Ellis, Elizabeth. “Democracy as Constraint and Possibility for Environmental Action” in <em>The Oxford Handbook of Environmental Political Theory</em> ed. Teena Gabrielson, Cheryl Hall, John M. Meyer and David Schlosberg (Oxford: Oxford University Press, 2016): 505-519 (Canvas)</td>
</tr>
<tr>
<td></td>
<td>• What responsibilities do citizens have to respond to climate change?</td>
<td>MacGregor, Sherilyn, “Citizenship: Radical, Feminist, and Green” In <em>The Oxford Handbook to Environmental Political Theory</em> ed. Teena Gabrielson, Cheryl Hall, John M. Meyer and</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| 6/4  | Living Virtuously: Religious Perspectives |  - Can climate justice be framed in religious terms?  
  - Is this strategy effective?  
  - The Islamic Foundation for Ecology and Environmental Sciences, “Islamic Declaration on Global Climate Change” (Web)  
  - Pope Francis, Excerpts from *Laudato Si: On Care for our Common Home* (2015): §62-88; §135-162 (Web) |
| 6/6  | Living Virtuously: Secular Perspectives |  - How can citizens live virtuous lives in spite of the injustice of climate change?  
  - Jamieson, Dale “When Utilitarians Should be Virtue Theorists” in CE |
| 6/8  | Conclusions: Climate Change, Global Justice, and Responsibility |  - What have we learned?  
  - What is to be done?  
  - Take-Home Final Distributed |
| 6/14 | Final Exam Due: |   |