

# Political Science 49: Climate Change & Global Justice



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## 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

## 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

## About Me

Email:

- [msardo@uci.edu](mailto:msardo@uci.edu)

Office Hours

- Wednesday 2-4pm or by appointment

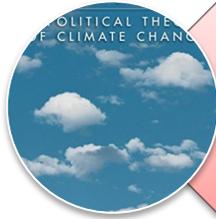
Office:

- SSPB 2271



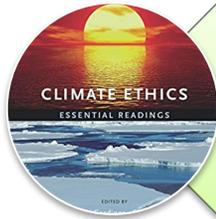
## READINGS AND MEDIA

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



### AJ in Syllabus

- Vanderheiden, Steve. *Atmospheric Justice: A Political Theory for Climate Change* (Oxford: Oxford University Press, 2008)
- Please purchase, rent or borrow this book



### CE in Syllabus

- Gardiner, Stephen M., Simon Caney, Dale Jamieson, and Henry Shue editors, *Climate Ethics: Essential Readings* (Oxford: Oxford University Press, 2010)
- 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.



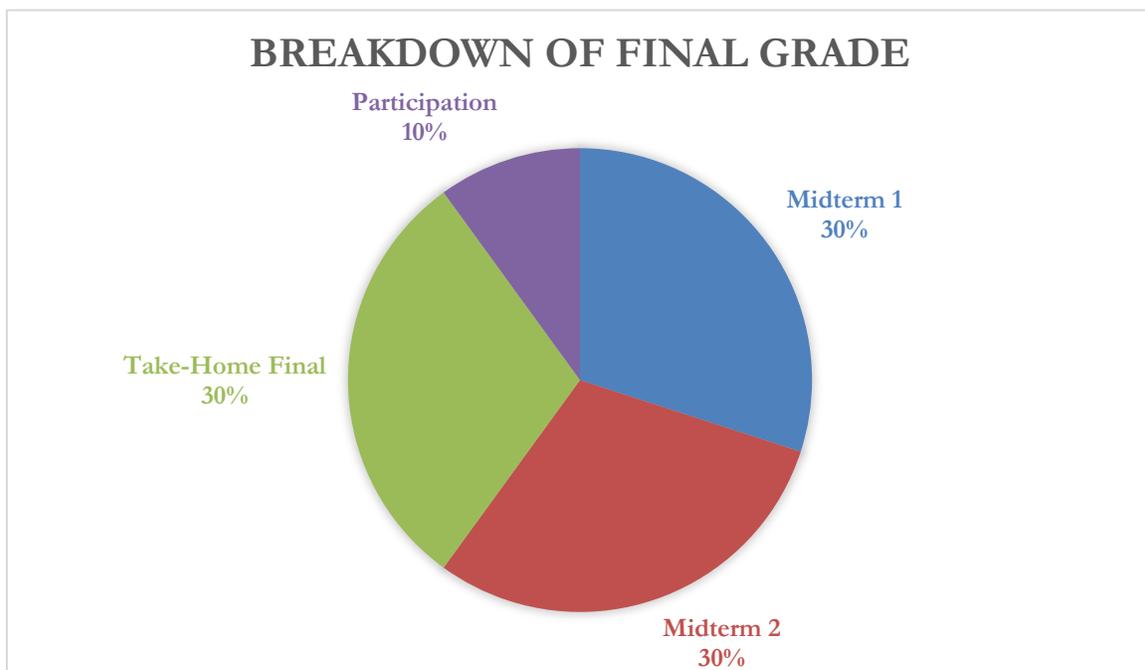
### Web in Syllabus

- 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.



## 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 an 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.

## COURSE SCHEDULE

Date	Topic	Reading Assignments
<b>UNIT 1: CLIMATE CHANGE AND GLOBAL JUSTICE</b>		
<b>Week 1: Introducing Global Justice</b>		
4/2	Introductions <ul style="list-style-type: none"> <li>• What is political theory?</li> <li>• Why should we think about climate change and global justice together?</li> </ul>	<ul style="list-style-type: none"> <li>• No assigned readings</li> </ul>
4/4	What is Justice? <ul style="list-style-type: none"> <li>• What do we mean when we talk about justice and injustice?</li> <li>• How should we think about justice?</li> </ul>	<ul style="list-style-type: none"> <li>• Sandel, Michael. “Doing the Right Thing,” in <i>Justice: What’s the Right Thing to Do?</i> (New York: Farrar, Strauss, and Giroux, 2010), 3-30 (<b>Canvas</b>).</li> </ul>
4/6	Is Justice Real? <ul style="list-style-type: none"> <li>• Is justice real or is it an illusion?</li> <li>• Is it rational to act justly?</li> </ul>	<ul style="list-style-type: none"> <li>• Plato, Excerpts from <i>Republic</i> (Indianapolis: Hackett Publishing Company, 2004), Book 1 (<b>Canvas</b>).</li> </ul>
<b>Week 2: Theories of Justice</b>		
4/9	Justice and Fairness <ul style="list-style-type: none"> <li>• How does John Rawls defend justice as fairness?</li> <li>• What implications do his principles of justice have on political life?</li> </ul>	<ul style="list-style-type: none"> <li>• Rawls, John. Excerpts from <i>A Theory of Justice</i> (Cambridge: Belknap Press, 2005), 3-16, 60-65, 136-160, 175-194 (<b>Canvas</b>).</li> </ul>
4/11	Injustice and Domination <ul style="list-style-type: none"> <li>• How does Iris Young’s emphasis on domination change the way we think about justice?</li> <li>• How does her argument challenge Rawls’ conception of justice?</li> </ul>	<ul style="list-style-type: none"> <li>• Young, Iris M. Excerpts from <i>Justice and the Politics of Difference</i> (Princeton: Princeton University Press, 2011), Chapters 1 and 2 (<b>Canvas</b>).</li> </ul>
4/13	Environmental Justice <ul style="list-style-type: none"> <li>• How do environmental questions relate to questions of justice?</li> <li>• How could Rawls’ and Young’s theories help us understand environmental justice?</li> </ul>	<ul style="list-style-type: none"> <li>• Schlosberg, David. “<a href="#">Theorizing Environmental Justice: The Expanding Sphere of a Discourse</a>” <i>Environmental Politics</i> 22, 1 (2013): 37-55 (<b>LD</b>).</li> <li>• Purdy, Jedediah. “<a href="#">Environmentalism was once a Social Justice Movement</a>” <i>The Atlantic</i> December 7, 2016 (<b>Web</b>).</li> </ul>
<b>Week 3: Climate Change and Justice I – Fairness and Equality</b>		

4/16	Climate Change: Scientific and Political Background <ul style="list-style-type: none"> <li>How has climate change become a political issue?</li> </ul>	<ul style="list-style-type: none"> <li>Vanderheiden, “The Politics of Climate Change Mitigation:” <b>AJ</b> Chapter 1</li> </ul>
4/18	Climate Change, Fairness, and Equality <ul style="list-style-type: none"> <li>Does climate change create unjust distributions of resources?</li> <li>If so, how?</li> </ul>	<ul style="list-style-type: none"> <li>Vanderheiden, “Climate Change, Fairness, and Equality:” <b>AJ</b> Chapter 2</li> </ul>
4/20	Climate Change, Fairness, and Equality continued <ul style="list-style-type: none"> <li>Does climate change create unjust distributions of resources?</li> <li>If so, how?</li> </ul>	<ul style="list-style-type: none"> <li>Jeff Goodell, “<a href="#">The Climate Apartheid: How Global Warming Affects the Rich and Poor</a>” <i>Rolling Stone</i> October 24, 2017 (<b>Web</b>).</li> <li><i>The Economist</i>, “<a href="#">Climate Change and Inequality</a>” June 13, 2017 (<b>Web</b>).</li> </ul>
<b>Week 4: Climate Change and Justice II – Domination</b>		
4/23	Dominating Others <ul style="list-style-type: none"> <li>Does climate change create systems of domination between different people around the globe?</li> </ul>	<ul style="list-style-type: none"> <li>Vanderheiden, “Climate Change and International Justice:” <b>AJ</b> Chapter 3.</li> <li>Robinson, Mary “<a href="#">Why Climate Change is a Threat to Human Rights</a>” <i>Ted Talk</i> October 14, 2015 (<b>Web</b>).</li> </ul>
4/25	Dominating the Future <ul style="list-style-type: none"> <li>What does it mean to dominate future generations?</li> <li>Does climate change create systems of domination between present and future generations?</li> </ul>	<ul style="list-style-type: none"> <li>Vanderheiden, “Climate Change and Intergenerational Justice:” <b>AJ</b> Chapter 4.</li> <li>Gardiner, Stephen M. “A Perfect Moral Storm: Climate Change, Intergenerational Ethics and the Problem of Moral Corruption” in <b>CE</b></li> </ul>
4/27	Dominating Nature <ul style="list-style-type: none"> <li>Is it unjust to dominate nature?</li> <li>Is climate change an unjust domination of nature?</li> </ul>	<ul style="list-style-type: none"> <li>Kolbert, Elizabeth, “<a href="#">The Sixth Extinction?</a>” <i>The New Yorker</i> May 25, 2009 (<b>Web</b>).</li> <li>Plumwood, Val, “Ecological ethics from rights to recognition” in <i>Global Ethics and the Environment</i>” ed. Nicholas Low (London: Routledge, 2002): 188-212 (<b>Canvas</b>)</li> </ul>
<b>Week 5 Debating Climate Justice</b>		
4/30	Midterm 1	<ul style="list-style-type: none"> <li>No Assigned readings</li> </ul>

5/2	<p>Critiques of Climate Justice I: Present Costs and Future Wealth</p> <ul style="list-style-type: none"> <li>Is it just for present generations to sacrifice for future generations to benefit?</li> <li>How should we value the future?</li> </ul>	<ul style="list-style-type: none"> <li>Lomborg, Bjorn, "<a href="#">Global Priorities Bigger than Climate Change</a>" <i>Ted Talk</i> January 12, 2007 (Web).</li> <li>Oremus, Will, "<a href="#">How Much is the Future Worth?</a>" <i>Slate</i> September 1, 2017 (Web).</li> </ul>
5/4	<p>Critiques of Climate Justice II: Category Mistake?</p> <ul style="list-style-type: none"> <li>Should climate change and global justice be understood as linked?</li> <li>Are there benefits from separating the two issues?</li> </ul>	<ul style="list-style-type: none"> <li>Posner, Eric A. and Cass R. Sunstein, "<a href="#">Climate Change Justice</a>" <i>The Georgetown Law Journal</i> 96 (2008):1566-1612 (LD)</li> </ul>

**UNIT 2: RESPONSIBILITY FOR CLIMATE JUSTICE**

**Week 6 The Scope of Global Responsibility**

5/7	<p>State-Centered Responsibility</p> <ul style="list-style-type: none"> <li>Why might our responsibilities to others stop at national borders?</li> </ul>	<ul style="list-style-type: none"> <li>Nagel, Thomas, "<a href="#">The Problem of Global Justice</a>" <i>Philosophy &amp; Public Affairs</i> 33, no. 2 (March, 2005): 113-147 (LD)</li> </ul>
5/9	<p>Cosmopolitanism</p> <ul style="list-style-type: none"> <li>Why might our responsibilities extend to the entire globe?</li> </ul>	<ul style="list-style-type: none"> <li>Singer, Peter, "One Atmosphere" in CE</li> </ul>
5/11	<p>Social Connections Model</p> <ul style="list-style-type: none"> <li>Is there a middle-way between state-centric and cosmopolitan theories of responsibility?</li> </ul>	<ul style="list-style-type: none"> <li>Young, Iris M. "<a href="#">Responsibility and Global Justice: A Social Connection Model</a>" <i>Social Philosophy and Policy</i> 21, 1 (2006): 102-130 (LD).</li> </ul>

**Week 7: Who is Responsible for Global Climate Change?**

5/14	<p>Is Anyone Responsible for Climate Change?</p> <ul style="list-style-type: none"> <li>Can our ordinary concepts of responsibility make sense of climate change?</li> </ul>	<ul style="list-style-type: none"> <li>Jamieson, Dale "Ethics, Public Policy, and Global Warming" in CE</li> <li>Sinnott-Armstrong, Walter "It's Not <i>My</i> Fault: Global Warming and Individual Moral Obligations" in CE</li> </ul>
5/16	<p>Who Should Pay for Climate Change?</p> <ul style="list-style-type: none"> <li>Is the "Polluter Pays Principle" a legitimate way of distributing the costs of adapting to and mitigating climate change?</li> </ul>	<ul style="list-style-type: none"> <li>Shue, Henry "Global Environment and International Inequality" in CE</li> </ul>
5/18	<p>Who Should Pay for Climate Change? (continued)</p> <ul style="list-style-type: none"> <li>How might the "Polluter Pays Principle" be adapted to respond to climate change?</li> </ul>	<ul style="list-style-type: none"> <li>Caney, Simon, "Cosmopolitan Justice, Responsibility, and Global Climate Change" in CE</li> </ul>

**Week 8: Egalitarian Justice and Responsibility for Climate Change**

5/21	<p>Moral Responsibility for Climate Change</p> <ul style="list-style-type: none"> <li>• How should responsibility for global climate change be conceptualized?</li> <li>• How does Vanderheiden’s answer compare with Jamieson’s, Shue’s, and Caney’s?</li> </ul>	<ul style="list-style-type: none"> <li>• Vanderheiden, “Moral Responsibility and Greenhouse Gas Emissions:” <b>AJ</b> Chapter 5.</li> </ul>
5/23	<p>Overcoming Ignorance</p> <ul style="list-style-type: none"> <li>• What are the epistemological barriers that make it difficult to respond to climate change?</li> <li>• How could these be overcome?</li> </ul>	<ul style="list-style-type: none"> <li>• Vanderheiden, “Knowledge, Beliefs, and Responsibility:” <b>AJ</b> Chapter 6</li> </ul>
5/25	<p>Designing Just Global Institutions</p> <ul style="list-style-type: none"> <li>• How can global institutions be designed to respond to climate change and integrate concerns for global justice?</li> </ul>	<ul style="list-style-type: none"> <li>• Vanderheiden, “Equity, Responsibility, and Climate Change Mitigation:” <b>AJ</b> Chapter 7</li> </ul>
<b>Week 9: Democracy, Politics, and Responsibility</b>		
5/28	Midterm II	<ul style="list-style-type: none"> <li>• No assigned readings</li> </ul>
5/30	<p>Democracy vs. Technocracy</p> <ul style="list-style-type: none"> <li>• Do democratic principles inhibit or support political responses to climate change?</li> </ul>	<ul style="list-style-type: none"> <li>• Rao, Venkatesh, “<a href="#">Why Solving Climate Change Will Be Like Mobilizing for War</a>” <i>The Atlantic</i> October 15, 2015 (<b>Web</b>).</li> <li>• Ellis, Elizabeth. “Democracy as Constraint and Possibility for Environmental Action” in <i>The Oxford Handbook of Environmental Political Theory</i> ed. Teena Gabrielson, Cheryl Hall, John M. Meyer and David Schlosberg (Oxford: Oxford University Press, 2016): 505-519 (<b>Canvas</b>)</li> </ul>
6/1	<p>Climate Change, Structural Injustice, and Political Responsibility</p> <ul style="list-style-type: none"> <li>• What responsibilities do citizens have to respond to climate change?</li> </ul>	<ul style="list-style-type: none"> <li>• Eckersley, Robyn, “Responsibility for Climate Change as a Structural Injustice.” In <i>The Oxford Handbook to Environmental Political Theory</i> ed. Teena Gabrielson, Cheryl Hall, John M. Meyer and David Schlosberg (Oxford: Oxford University Press, 2016): 346-61 (<b>Canvas</b>)</li> <li>• MacGregor, Sherilyn, “Citizenship: Radical, Feminist, and Green” In <i>The Oxford Handbook to Environmental Political Theory</i> ed. Teena Gabrielson, Cheryl Hall, John M. Meyer and</li> </ul>

		David Schlosberg (Oxford: Oxford University Press, 2016):608-623 ( <b>Canvas</b> ).
<b>Week 10: Living Ethically on a Warming Planet</b>		
<b>6/4</b>	Living Virtuously: Religious Perspectives <ul style="list-style-type: none"> <li>• Can climate justice be framed in religious terms?</li> <li>• Is this strategy effective?</li> </ul>	<ul style="list-style-type: none"> <li>• The Islamic Foundation for Ecology and Environmental Sciences, “<a href="#">Islamic Declaration on Global Climate Change</a>” (<b>Web</b>)</li> <li>• Pope Francis, Excerpts from <a href="#">Laudato Si: On Care for our Common Home</a> (2015): §62-88; §135-162 (<b>Web</b>)</li> </ul>
<b>6/6</b>	Living Virtuously: Secular Perspectives <ul style="list-style-type: none"> <li>• How can citizens live virtuous lives in spite of the injustice of climate change?</li> </ul>	<ul style="list-style-type: none"> <li>• Scranton, Roy, “<a href="#">Learning to Die in the Anthropocene</a>” <i>The New York Times Opinionator</i> November 10, 2013 (<b>Web</b>)</li> <li>• Jamieson, Dale “When Utilitarians Should be Virtue Theorists” in <b>CE</b></li> </ul>
<b>6/8</b>	Conclusions: Climate Change, Global Justice, and Responsibility <ul style="list-style-type: none"> <li>• What have we learned?</li> <li>• What is to be done?</li> </ul>	<ul style="list-style-type: none"> <li>• Take-Home Final Distributed</li> </ul>
<b>6/14</b>	Final Exam Due:	