

Climate Justice

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We do not know how long we have, but we do know that ... to succeed, we must simultaneously work for immediate changes *and* advance a vision of the world we want to build.

Ian Angus, *Facing the Anthropocene*

This is a course on the politics of environmentalism at a time of planetary emergency. In the face of rapid climate change, what are our political prospects? How in the world might we confront the challenge? What sort of political strategy and form of citizenship could be adequate to the task? And what would 'victory' look like?

In this course we will take up these questions by studying planetary climate change, political theory, and capitalist social relations. Underlying all these challenges is a crisis of imagination, including our imagination of what it means to be a citizen. The carbon profiteers hope you fail to connect the dots, or imagine the various futures we could make, or discover your conscience and voice, or ever picture how different it must be. So, while this course starts—as it must—with a sober, scientific assessment of the current crisis of the Earth and humanity, marked by economic insecurity, a lack of faith in political parties, species loss, and climate change, ultimately, this course aims at cultivating the imagination.

¹ Included to satisfy SB1-mandated requirements.

COURSE EXPECTATIONS AND GRADING

This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading, principally) to receive an average grade (historically: 84/100).

This is a lecture-led course. This means that I will combine lectures with in-class discussion of course material. Attendance is required but will not be graded. For our discussions to be effective, you must come to class prepared. Our three in-class exams will provide essay prompts regarding the core questions addressed in our course. To participate effectively in classroom discussions, and perform well on exams, you will need to read the assigned texts.

How your grade will be calculated

Exam 1 (three questions, you answer two), February 10	28.6 %
Exam 2 (three questions, you answer two), March 12	28.6 %
Exam 3 (aka the final: four questions, you answer three), May 4	42.8 %

Detailed information about the exams will be provided during lectures.

There are no extra credit opportunities in this class.

Late exams and assignments

Because our exams are essay-based and unique to each course-group, they cannot be taken late or made up. Exceptions are rare—emergencies only—and up to my discretion. Arrangements for a make-up exam should be made before the exam is distributed.

Grading scale

Grading options for the course are A, A-, B+, B, B-, C+, C, C-, D+, D, E. 93–100: A ; 90–92.9: A- ; 87–89.9: B+ ; 83–86.9: B ; 80–82.9: B- ; 77–79.9: C+ ; 73–76.9: C ; 70–72.9: C- ; 67–69.9: D+ ; 60–66.9: D ; Below 60: E

An 'I,' or Incomplete, will only be given under exceptional circumstances where I have arranged with you before the last week of the semester. If you wish to request an 'I,' please email me to explain why an Incomplete is appropriate and when you will complete the 'I.'

COURSE MATERIALS AND TECHNOLOGIES

Required reading materials

Our course has four assigned books. Please acquire these books as soon as possible. I recommend that you acquire paper copies so that you can bring the books to class.

[1] P. Robbins (2008) *Lawn People*. Philadelphia: Temple University.

Digital library access: [EBSCO access](#) ;

<https://tupress.temple.edu/books/lawn-people> ;

<https://www.amazon.com/Lawn-People-Grasses-Weeds-Chemicals/dp/159213579X>

[2] Kohei Saito (2024) *Slow Down: The Degrowth Manifesto*. NY: Astra.

Digital copy on Carmen;

<https://astrapublishinghouse.com/product/slow-down-9781662602368/> ;

<https://www.amazon.com/Slow-Down-Manifesto-KOHEI-SAITO/dp/1662602367>

[3] A. Malm & Wim Carton (2024) *Overshoot*. NY: Verso.*

Website: <https://www.versobooks.com/products/3131-overshoot> ;

<https://www.amazon.com/Overshoot-World-Surrendered-Climate-Breakdown/dp/1804293989>

[4] J. Wainwright and G. Mann (2018) *Climate Leviathan*. NY: Verso.*

Website: <https://www.versobooks.com/products/520-climate-leviathan> ;

<https://www.amazon.com/Climate-Leviathan-Political-Theory-Planetary-ebook/dp/B078TDPQ9W>

*The publisher of #3 and 4, Verso Books, is offering a 20% discount (and free shipping) to our class. To receive this discount, you must purchase both books directly from their website (see links above). Type in the following discount code on the checkout page: GEOG3597 (no space). This code will work only once for each student (to purchase both books at once).

All other reading materials will be made available on-line (via Carmen and/or email). Reading assignments are shown on our Course Plan (page 3). I will provide specific guidance about reading assignments in class.

Our course plan (subject to change)

#	Day	Date	Topic	Reading assignment
1	Tuesday	13-Jan	Course introduction	course syllabus
2	Thursday	15-Jan	Climate change basics 1: physical processes	IPCC AR6 WG 1 SPM
3	Tuesday	20-Jan	Climate change basics 2: what is to be done? [film]	Naomi Klein, <i>This Changes Everything</i> , selection
4	Thursday	22-Jan	Climate change basics 3: carbon mitigation	IPCC AR6 WG 3 SPM
5	Tuesday	27-Jan	Climate change basics 4: adaptation to climate change	IPCC AR6 WG 2 SPM
6	Thursday	29-Jan	Climate change basics 5: the Paris Agreement	Paris Agreement (2015) text
7	Tuesday	3-Feb	Climate change basics 6: why didn't we act earlier?	N Rich, story from <i>NYT Magazine</i>
8	Thursday	5-Feb	Climate change basics 7: shall we learn to die?	R Scranton, <i>Learning to die ...</i> , selections
9	Tuesday	10-Feb	Exam 1 (three questions; you answer two)	
10	Thursday	12-Feb	Environmentalism & ideology 1: population 1	D Harvey, Population, resources & science, 1st half
11	Tuesday	17-Feb	Environmentalism & ideology 2: population 2 (& Exam 1 rev.)	D Harvey, Population, resources & science, 2nd half
12	Thursday	19-Feb	Environmentalism & ideology 3: the lawn in Ohio 1	Robbins, <i>Lawn people</i> , cover to p 71
13	Tuesday	24-Feb	Environmentalism & ideology 4: the lawn in Ohio 2	Robbins, <i>Lawn people</i> , p 72 to end
14	Thursday	26-Feb	Capitalism and climate justice 1	Saito, <i>Slow Down</i> , start to page 60
15	Tuesday	3-Mar	Capitalism and climate justice 2	Saito, <i>Slow Down</i> , pp 61-130
16	Thursday	5-Mar	Capitalism and climate justice 3	Saito, <i>Slow Down</i> , pp 131-178
17	Tuesday	10-Mar	Capitalism and climate justice 4	Saito, <i>Slow Down</i> , pp 179-238
18	Thursday	12-Mar	Exam 2 (three questions; you answer two)	
			Spring break, March 16-20	
19	Tuesday	24-Mar	Climate & political imagination 1: USA-v-China 1 (& Exam 2 rev.)	Oreskes & Conway, <i>The Collapse of Western Civilization</i>
20	Thursday	26-Mar	Climate & political imagination 2: USA-v-China 2	M Li, Scenarios for the US, China & the World
21	Tuesday	31-Mar	Climate & political imagination 3: overshoot as ideology	Malm & Carton, <i>Overshoot</i> , Preface & Part I
22	Thursday	2-Apr	Climate & political imagination 4: asset stranding	Malm & Carton, <i>Overshoot</i> , pp. 101-168
23	Tuesday	7-Apr	Climate & political imagination 5: the overshoot conjuncture	Malm & Carton, <i>Overshoot</i> , pp. 169-233
24	Thursday	9-Apr	Climate & political imagination 6: from overshoot to Sta Marta	Malm & Carton, <i>Overshoot</i> , pp 234-258
25	Tuesday	14-Apr	Climate & political imagination 7: planetary sovereignty?	Wainwright & Mann, <i>Climate Leviathan</i> , to p. 49
26	Thursday	16-Apr	Climate & political imagination 8: Climate Leviathan	Wainwright & Mann, <i>Climate Leviathan</i> , pp. 50-98
27	Tuesday	24-Apr	Climate & political imagination 9: Leviathan v Behemoth	Wainwright & Mann, <i>Climate Leviathan</i> , pp. 99-155
28	Thursday	26-Apr	Climate & political imagination 10: Climate X?	Wainwright & Mann, <i>Climate Leviathan</i> , Part III
29	Monday	4-May	Exam 3 at 8:00 AM (four questions, you answer three)	note the unusual date and time

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP); **TDD:** 614-688-8743
- **Email:** servicedesk@osu.edu

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment and software

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication
- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. For downloading and installation, see go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you can always connect to Carmen, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Download the Duo Mobile application (go.osu.edu/install-duo) to all your registered devices for the ability to generate one-time codes if you lose cell, data, or Wi-Fi service

If none of these options meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you. On Canvas accessibility, see go.osu.edu/canvas-accessibility; on Carmen Zoom accessibility: go.osu.edu/zoom-accessibility

OTHER COURSE POLICIES

Technology in the classroom

Because we are easily distracted by use of cell phones, computers, recording devices, and the like, all such equipment should be turned off and placed out of sight during class. (I will say more about my reasoning at the start of the second class period.)

Academic freedom

The Ohio State University supports the “freedom of faculty to ... discuss in classrooms, in their own manner, any material that is relevant to the subject matter as defined in the course syllabus” (rule [3335-5-01](#).B). Consistent with this norm, this course abides by the principle of academic freedom. This means that this course encourages open inquiry, critical questioning, and respectful debate. By ensuring the right to express thoughts, challenge assumptions, and pursue knowledge freely, academic freedom not only enriches individual growth but also upholds the integrity of higher education as a site of discovery.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity in the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State

University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Instructor feedback and response time

Grading and feedback: you can generally expect feedback and a grade within 7 days. Email: when the university is in session, I generally reply to emails within 24 hours.

Discussion and communication guidelines

Please be respectful and thoughtful. We seek a supportive learning community where everyone feels safe and where people can disagree amicably.

Copyright for instructional materials

The materials used in this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for educational purposes.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University's Student Life Counseling and Consultation Service (CCS) is there to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY AND ACCOMMODATIONS

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

SLDS offers in-person exam proctoring services. Students who are registered with SLDS and whose accommodations include adjustments to exams (e.g., additional time) will only be able to schedule an exam in the SLDS database if there is a seat available. **Early scheduling of your exams – within the first two weeks of class – is strongly encouraged.** SLDS will collaborate with you to try to find a space, but it is your responsibility to contact them early in the semester to initiate the process. The scheduling deadline is 1 week in advance. SLDS will allow students to schedule their exams within a 3-day window (class exam day + 2 days after). **Students are expected to schedule their exams as close as possible to the day and time the exam is given in class.** Students are strongly encouraged to take the exam on the same day, and overlapping in time, as the other students.

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For policies on Artificial Intelligence and Academic Integrity; Grievances and Solving Problems; Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct see: <https://ugeducation.osu.edu/academics/standard-syllabus/standard-syllabus-statements>

General Education Goals & Expected Learning Outcomes

Geography 3597.03 meets the GE requirement for the Sustainability theme. It does so by examining the causes and consequences of anthropogenic climate change. Our course begins from the premise of the fundamental dependence of humans on Earth and proceeds to examine three dimensions of sustainability: “environmental and earth systems,” by studying IPCC reports on climate change; “economy and governance” through analysis of the political economy of fossil fuel consumption; and “society and culture” through examining the prospects for climate justice.

GE goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

GE goal 2: Successful students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

GE goal 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi- faceted, potential solutions across time.

More specifically, we meet the Expected Learning Outcomes (ELOs) for GE courses in Sustainability by:

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>GEOG 3597.03 examines the planetary crisis presented by climate change through a synthetic, critical, historical political economy approach. Our guiding questions are: What processes are driving rapid climate change? In the face of rapid climate change, what are our political prospects? What sort of political strategy could be adequate to the task of building a just response to climate change?</p> <p>Students engage these three questions in several ways. They read different texts on the political economy of climate change and political philosophy of climate justice; discuss these texts in class; complete in-class writing assignments to demonstrate their ability to analyze subtopics; and take exams to assess learning and performance. Student writing (both in-class and exam-based) is evaluated for correctness as well as students’ ability to express critical and logical views in writing.</p>
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<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.</p>	<p>GEOG 3597.03 examines anthropogenic change of the Earth's climate through the burning of fossil fuels. The focus is not on human nor natural system evolution, but on a narrower set of questions: how does the specifically capitalist form of human society (which has only existed for a few hundred years) contributed to the planetary climate crisis? How could we generate a just response to this crisis (i.e., what are the enabling conditions for climate justice)?</p> <p>GEOG 3597.03 examines these questions through the lens of historical political economy. Within this framework, human values, behaviors and institutions are seen as the reflections or reifications of the underlying class processes that define capitalism as a social formation. Grasping these processes, and this form, is therefore essential.</p> <p>At the outset of GEOG 3597.03, students study the most recent IPCC reports (presently AR6) of the three Working Groups; then (building upon AR6 WG3 SPM) study the political economy of fossil fuels through readings (including one full book, providing an opportunity for discussion about how to read a book), lectures, and in-class writing assignments. Later, the second half of the course is devoted to the political philosophy of climate change. Students read two books of political philosophy, complemented by several research papers specifically on the role of China in international climate change negotiations and China's political economy of fossil fuel use (crucial subtopics which are, alas, not well covered in the political philosophy of climate justice literature).</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Rather than present a single explanation for the crisis of climate change, or a single solution, GEOG 3597.03 trains students to examine the problem from multiple dimensions.</p> <p>To develop a robust analytical understanding of the climate crisis and the prospect for climate justice, the course begins by having students read texts representing multiple approaches to the politics of climate change (including several which I happen to reject, although in the classroom I present the arguments in a sincere and appreciative fashion, as it is better to engage in Socratic dialog with the students, i.e., to question them to ask whether and how what they are reading is true, and if so, what it means for their lives).</p>

	<p>As the semester progresses, students are tasked to write responses to texts representing these different prospects—and to reflect upon their earlier thoughts. Through this process, GEOG 3597.03 stimulates critical and self-critical examination of multiple perspectives on the political economy of climate change and climate justice. The result of this procedure is to bring the students to a point where they can appreciate the virtues of social analysis of the climate crisis which is grounded in science and capable of accounting for the specific historical form of society that has generated the crisis.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self- assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>While the course starts—as it must—with a sober, scientific assessment of the global climate crisis, ultimately, this course aims at cultivating the imagination as much as rational understanding of the challenge. Cultivation of imagination (like all creative work) benefits from self-reflection. Every student comes into GEOG 3597.03 with a given conception of the world which shapes their understanding of the climate crisis and its relationship to their lives. One of the fundamental goals of the course is to help them come to understand themselves better by historicizing their own conception through critical self-reflection. Taken together, this allows them to examine the 'blind spots' of their own ideological positions and deepen their grounding in human history.</p> <p>GEOG 3597.03 is (relative to most 3000-level courses in SBS) reading-intensive. The course assigns five books in addition to three scientific reports around ten academic papers. (Apart from the books, all materials are freely available via Carmen.) Students are encouraged to acquire paper copies of the books and to bring them to class discussions. The principle means by which students engage in an advanced, in-depth, scholarly exploration of the political economy and philosophy of climate change, therefore, is through close reading and commentary upon texts.</p>

	<p>Course activities and assignments to meet these ELOs</p>
<p>ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.</p>	<p>One of the fundamental premises of GEOG 3597.03 is that humans are a species which evolved under natural-historical conditions which are changing because of anthropogenic global warming. Seen against this long-term historical baseline, the resilience of social systems to the coming changes, while difficult to assess scientifically, is weak: students in GEOG 3597.03, at least, tend to</p>

	<p>come into the class with such an understanding. Rather than try to convince them otherwise, my strategy is to help them deepen their critical understanding of the natural history of humanity and the implications of climate change. To say the least, doing so is challenging both analytically and psychologically.</p> <p>While these premises are initially posited as facts (drawing from scientific study of human evolution and recent climate change), through the course of the semester, they are elaborated through a Marxian natural history framework. But the matter is also taken up in a second path, i.e., through the sharing of feelings in the classroom. Students come to GEOG 3597.03 today with a profound sense of frustration with previous generations (for failing to reduce carbon emissions) and anxiety about the future. Reading, discussion, writing and reflection are oriented toward practicing a shift from an emotional to an historical understanding and political analysis.</p>
<p>ELO 3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.</p>	<p>For the historical political economy approach that provides the framework of GEOG 3597.03, questions of human activity and technology must be grasped within an analysis of the specific type of social formation that we live in today, viz., capitalism. This social formation (and the type of state it has engendered) must be examined critically to understand the inability to address the climate crisis justly.</p> <p>To examine this question critically, in GEOG 3597.03 students pass through the following cycle iteratively: [a] introduction to problem/subtopic in lecture --> [b] reading about problem/subtopic --> [c] reflection & questioning in class --> [d] in-class writing on problem/subtopic --> [e] peer criticism and class discussion --> [f] additional reading, review, or study --> [g] writing (formal examination) --> [h] grading and feedback.</p>
<p>ELO 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.</p>	<p>To recapitulate: by building upon an historical political economy approach, in GEOG 3597.03 students first examine the challenges with sharply reducing fossil fuel consumption, then elaborate the conditions of possibility for a just response to the climate crisis, and then debate strategies to achieve these conditions.</p>