

THE UNIVERSITY OF BRITISH COLUMBIA

POLITICAL SCIENCE 351 002

Spring 2025

Tu, Th: 3:30-4:50 pm

Instructor:

Professor Kathryn Harrison (she/her)

Office Hours: Tuesday 12:00-1:00 (by zoom, link in Canvas), or by appointment (don't hesitate!)

Email: Kathryn.Harrison@ubc.ca

Teaching Assistant:

Name: Chloé Boutron (she/her)

Email: chloe.boutron@ubc.ca

Office Hours: by appointment

Classrooms (physical and virtual)

IRC, floor 1, room 1

Lecture Recordings:

<https://ubc.ca.panopto.com/Panopto/Pages/Sessions/List.aspx?folderID=140ec0a8-db70-419f-b6e3-b23e013650f7>

For classes held on Zoom – the recordings will be in the zoom section of the course Canvas page

Recordings of in-person lectures will not be in the zoom folder on canvas, but rather at the website noted above.

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

I will hold office hours on zoom and may teach an occasional class from my home in Vancouver, which is on the traditional, ancestral, and unceded territories of the Musqueam, Tsleil Waututh, and Squamish peoples.

Calendar Course Description

Domestic and international determinants of environmental policy; alternative approaches to environmental protection. The sustainable development paradigm; public opinion and interest group pressures; risk assessment; mandatory, voluntary and market-based policy instruments.

The environmental policy concepts noted above will be introduced throughout the course using the example of climate change.

Course Learning Objectives

Students will learn to:

1. Critically consider and discuss climate policy as engaged citizens. Our focus will be advanced industrialized countries, especially Canada and the US. That is *not* because the rest of the world is not just as important. However, wealthy countries have the highest current and historical emissions, and thus greatest responsibility to act. In addition, the politics of climate policy in developing vs. wealthy and democratic vs. authoritarian countries tend to be quite different.
2. Define and discuss the meaning of various environmental policy concepts, including but not limited to the tragedy of the commons, climate justice, collective action, carbon tax and other environmental policy instruments.
3. Analyse political obstacles to and opportunities for adoption and implementation of more effective climate policy in advanced industrialized countries, drawing on political science scholarship concerning interest group politics, public opinion, and political institutions.
4. Learn more about a particular climate policy controversy as a participant in a simulation. This will also entail independent research and writing.
5. More effectively communicate their knowledge and original ideas about climate policy both orally and in writing.

Prerequisites

Enrolment is restricted to students in year 3 or above. Students who do not have prior background in political science are very welcome in the course. Indeed, typically half of the class are non-majors. However, short, optional readings are recommended for a few classes for those who don't have prior political science background. When in doubt, don't hesitate to ask me or the course TA questions!

Course Format

The format of the course will be two 80-minute class sessions per week. Most classes will be in person, but on occasion we may meet on zoom – e.g., for interactive exercises, since this allows all students to attend and for me to mix up the groups without a lot of shuffling around time, or if there’s a guest lecturer from another city. Those classes are designated as “online” in the class schedule below in blue.

I do not take attendance. However, students are responsible for all content in the course (readings, lectures, active learning activities) in quizzes, papers, simulations, and the final exam. Note that I tend to make announcements and answer questions about the course at the beginning of the class, so if you miss a class you are advised to ask a fellow student for their notes or check the recording.

I hope each and every one of you stays healthy all term, but odds are that many students will miss a class or two. **Even for non-COVID illness, please do not come to class if you are sick!** As with emissions of greenhouse gases, in the case of contagious illness each individual’s actions also have implications for others. Just as we need collective action to fight climate change, so too do we need collective action to reduce the spread of viruses. Moreover, based on my past experience there will almost certainly be students in the class who are medically vulnerable or (like me) live with vulnerable individuals will benefit from fellow students staying home while sick. It is not their responsibility to share this information, but we can nonetheless take steps to protect those with special needs.

I do what I can to make it easier for those who are ill to make up missed classes. There will be an option to watch in-person classes live via lecture capture, and I try to record all in-person and zoom classes. That said, sometimes technology goes awry or I make a mistake hooking things up, in which case you will need to get notes from fellow students. That has happened in recent years, but only about once per term.

If I cut out mid lecture on a virtual class day, I’ll be doing everything in my power to reconnect. Please wait 15 minutes before leaving class as I’ll be rebooting and/or relocating (and probably panicking too!)

The course includes several simulations later in the term. Each student is required to participate in one of those simulations, and to attend at least two others on different topics. In order to maximize opportunities for everyone to participate, I will schedule extra classes that week. Students will have an opportunity to express their preference among topics and with respect to schedule, but I’ll be asking half the class to attend a session that’s at least partly outside of our regular schedule. This has always worked out surprisingly well, so fingers crossed for this term!

If/when we meet on zoom, I have found that seeing each other’s faces can be helpful in facilitating communication. However, students should be mindful that their faces and backgrounds may be visible in class recordings that will be posted on canvas. Family members, kids, and pets are welcome in zoom classes, but do be sure everyone in your household is forewarned if your camera will be on and mute as needed!

Required Texts

Many of the assigned readings and videos are open access. Hot links are provided in the syllabus. Other readings will be available via the library link on the Canvas website.

Please be sure to check the syllabus before each class. **You are expected to do the readings *in advance* of the relevant lecture or in-class exercise.** Be forewarned that I sometimes cold call on students to ask questions. And that regular quizzes will draw on the readings as well.

Although there are no prerequisites for this course, the following is recommended for students who have not previously taken any courses in Political Science. The chapters on parliament, federalism, and the electoral system can be helpful for the classes when we are talking about those political institutions. As always, don't hesitate to ask me if anything is not clear.

Patrick Malcolmson, Richard Myers, Gerald Baier, and Tom Bateman. *The Canadian Regime: An Introduction to Parliamentary Government in Canada*. 7th Ed. Toronto: University of Toronto Press. (earlier editions will work too)

Course Assignments, Due Dates and Grading

Rather than a mid-term, I find that student learning is better served by a mix of small assignments and quizzes throughout the course. There will be either an assignment or quiz most weeks. In addition, you will be graded on written and oral participation in a simulation, and a final exam in April.

Homework assignments are designed to prompt you to do some advance preparation and thinking in advance of an in-class discussion or exercise. As such they must be submitted before class on the day they're due. **Late homework assignments will not be accepted**, as it would not be fair for some students to submit with the benefit of a class discussion not available to their peers.

15- or 20-minute quizzes will be held at the beginning of class on the dates noted. They will be in person, with the exception of students who have accommodations that allow them extra time. Please advise me well in advance if you will be writing at the Centre for Accessibility. If it works for everyone, we can arrange a slightly earlier start time to allow you to get to IRC without missing (as much) of the class.

In recognition that students get sick and life is complicated I will drop one mark from each of the homework assignments and quizzes, as noted below. However, I strongly recommend that you do them all if possible, even if you're not as ready as you'd like, because if you don't and you get sick later in the term you will have missed your chance to drop the one you need. **Dropping a homework assignment or quiz mark is the accommodation for illness or personal matters. Use it wisely!**

a. Homework Assignments (best 4 of 5)	10%
b. Quizzes (best 4 of 5)	20%
c. Simulation	20%
Opening statement	5%
Participation	10%
Reflection	5%
d. Final Exam	50%

General Academic Policies

Each of the major assignments in the course (simulation, quizzes, final) must be completed to pass the course.

Please check the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (e.g., to defer an exam) and any other procedures that may affect you. That is your responsibility.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA, who will have followed my detailed marking guidelines, and only if you are still dissatisfied thereafter will I entertain an appeal to me as course instructor. If a student remains unsatisfied at that point, they may proceed to the Head of the department or further to a formal committee established in accordance with University policies.

What should you call me?

I ask that you refer to me as Professor (or Dr.) Harrison. This is not because I feel a need to highlight my title, but rather an acknowledgement of our relationship in the course. In my experience students whose first language is other than English sometimes use “Mrs,” as it is a title of courtesy and respect. However, the term does not have the same meaning in English Canada, especially in a university setting.

Academic accommodations and concessions

Academic Accommodation for Students with Disabilities

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment.

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for

accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Academic Accommodations for Religious or Spiritual Experiences

The University complies with the BC Human Rights Code in accommodating students' observances of sincerely held religious beliefs. If you would like to request an academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

Other Academic Concessions

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession.

Sexual violence

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession.

For more information on concessions, please see:

<https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

Illness and Absence

If you've missed class and have questions -- after catching up on readings and recorded lectures -- don't hesitate to come to office hours or make an appointment to meet with me. However, if you experience medical, emotional, or personal problems that significantly impact your attendance (i.e., more than an occasional lecture, quiz or homework assignment), and thus your academic performance, please fill out Arts Academic Advising's [online academic concession form](#) immediately, so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#).

Other Accommodations

If you are planning to be absent for other reasons, you should discuss your commitments with the instructor before the drop date.

Reach out and ask for help if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or via office hours or an appointment. I will do my best to support your learning during the term. This may include identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.

For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

University Values and Priorities:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](https://senate.ubc.ca/policies-resources-support-student-success) (<https://senate.ubc.ca/policies-resources-support-student-success>).

Academic Integrity and Responsibility

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from me as your instructor and/or the Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work or words as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate

representation of your sources: the means by which you produced the work you are submitting. **You should maintain copies of your own notes, whether on paper or electronic. Be sure to save earlier versions of your work. I may request any of those to confirm your work.**

The use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any form of assignment or assessment in this course is not allowed and would be considered academic misconduct.

If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and if so will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

TurnItIn

In accordance with Political Science Departmental policy, in this course you will be required to submit your term paper to a service called TurnItIn. UBC subscribes to this service, which checks written material for originality by searching for matching text. This service is in increasing use in universities as protection for students against the impact of academic fraud on scholarship competitions, graduate and law school admissions, and degree reputation. Students will submit their research papers to the TurnItIn website, where software scans the paper against a database which includes public websites, paper writing services, essays submitted to TurnItIn, and journal articles. The service then produces a report on the paper's originality. The instructor will review the reports, and where necessary, the papers themselves.

Please note that TurnItIn stores information on servers that reside in the United States. If you do not wish to use your name when creating your TurnItIn account, please use an alias and inform both the instructor and teaching assistant of your alias. You may also wish to use a non-identifying email account.

Students are required to upload their simulation opening statement to Canvas and submit the identical text electronically to TurnItIn. Both must be submitted by the deadline for the work to be considered submitted on time.

Still a little uncertain about what constitutes plagiarism? For a quick refresher visit: <http://sja.ucdavis.edu/files/plagiarism.pdf>.

To submit your paper to TurnItIn, log on to the TurnItIn site, at: www.turnitin.com

You will be asked to create a unique “user profile,” consisting of an ID (e-mail address) and password (see upper right hand corner of the TurnItIn homepage). Once this ID is created, you will be able to add courses to your profile. To add a course, you will need the “course ID” and “enrolment key”:

Course ID: 46564331

Enrolment key: climate

Once added to a course, you will be able to submit your paper to the service.

You can submit a paper in two ways:

- File Upload - Turnitin currently accepts submissions in Microsoft Word, WordPerfect, RTF, PDF, PostScript, plain text, and HTML formats.
- Cut and Paste - You can cut and paste the text of your submission into a text box

Note: Ensure that your name and identifying information does not appear in the document you submit.

Assignments are not accessible to the public once submitted to TurnItIn, and you, as the author, retain ownership of your original material. Your work will be added to TurnItIn’s archive for comparison against subsequently submitted material, thus ensuring that your work is not plagiarized.

Respectful University Environment

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from

those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

The same principles apply online (synchronous and asynchronous) as for in-person classes.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

Equity and Harassment

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

Resources are available at:

Sexual Assault Support Centre, (SASC)
249M, Student Union Building, UBC
604-827-5180
sasc@ams.ubc.ca
<http://amssasc.ca>

Equity and Inclusion Office
2306 – 1874 East Mall (Brock Hall)
604.822.6353
equity@equity.ubc.ca
<http://equity.ubc.ca>

Lecture Outline and Readings:

January 7: Course Overview, Climate Science Basics

The full syllabus is required reading!

Recommended:

Intergovernmental Panel on Climate Change, Sixth Assessment Working Group 1, “Summary for All,” available at <https://www.ipcc.ch/report/ar6/wg1/resources/external-resources/>.

January 9: Limits of Voluntary Action

Homework 1 due at 3:30 (no late submissions)

Aaron Regunberg, “Why I’m Changing my Consumption even though Climate Policy is More Important than Personal Choice,” *New Republic* 1 August 2022, <https://newrepublic.com/article/167231/vegan-biking-climate-change>.

Rebecca Solnit, “Big Oil coined ‘carbon footprints’ to blame us for their greed,” 23 August 2021, *The Guardian*, <https://www.theguardian.com/commentisfree/2021/aug/23/big-oil-coined-carbon-footprints-to-blame-us-for-their-greed-keep-them-on-the-hook>.

Mark Kaufman, “The Carbon Footprint Sham,” *Mashable*, <https://mashable.com/feature/carbon-footprint-pr-campaign-sham>

Lloyd Alter, “No, the term ‘carbon footprint’ is not a sham,” *Treehugger*, 21 September 2021, <https://www.treehugger.com/carbon-footprint-is-not-a-sham-5202134>.

January 14, 16: Market Failure, Tragedy of the Commons, Obstacles to Collective Action

Matto Mildenberger. 2018. “The Tragedy of the Tragedy of the Commons.” *Scientific American Blog Network*, <https://blogs.scientificamerican.com/voices/the-tragedy-of-the-tragedy-of-the-commons/>.

Ostrom, Elinor et al. 1999. “Revisiting the Commons: Local Lessons, Global Challenges.” *Science* 284: 278-282.

Olson, Mancur. The Rise and Decline of Nations. New Haven: Yale University Press, 1982, Chapter 2.

January 21: International Climate Justice

Homework 2 due in Canvas at 3:30 (late papers not accepted)

<https://ourworldindata.org/co2-and-other-greenhouse-gas-emissions>

January 23, 28: International Climate Negotiations

January 23 Quiz 1 (will cover Jan 7, 9, 14, 16)

Robert Falkner. “The Paris Agreement and the New Logic of International Climate Politics.” *International Affairs* 92 (2016): 1107-1125.

Carbon Brief. “COP29: Key outcomes agreed at the UN climate talks in Baku.” <https://www.carbonbrief.org/cop29-key-outcomes-agreed-at-the-un-climate-talks-in-baku/>. The document is long, but you need only read the Introduction, US election fallout, NCQG, UAE dialogue and global stocktake sections.

January 30: Typology of Environmental Policy Instruments

Quiz 2 (will cover Jan 21, 23, 28)

February 4, 6, 11: Regulation, Carbon Pricing

Homework 3 due Feb 11 – no late assignments accepted

Kathryn Harrison. “Carbon Taxation.” In Daniel P Fiorino, ed. *Elgar Encyclopedia of Climate Policy*. Edward Elgar.

Angus Reid polling on carbon tax: <https://angusreid.org/raise-pause-abolish-carbon-tax/>

Leah Stokes and Matthew Mildenberger, “The Trouble with Carbon Pricing,” *Boston Review*, 30 September 2020.

Nicholas Rivers, Kathryn Harrison, Mark Jaccard, “Federal carbon-offset proposal will likely give illusion of progress, even as it increases emissions,” *CBC*, 29 March 2021, <https://www.cbc.ca/news/opinion/opinion-carbon-offsets-1.5951395>.

Jessica F. Green. “The False Promise of Carbon Offsets.” *Foreign Affairs*. November 20, 2023.

February 13: A Brief History of Canadian and US Climate Policy

Quiz 3 (will cover Jan 30, Feb 4, 6, 11)

Marianne Levelle, “After 25 Years of Futility, Democrats Finally Jettison Carbon Pricing in Favour of Incentives to Counter Climate Change,” *Inside Climate News* 12 August 2022.

February 18, 20: Reading week

February 25: Public Opinion

Erick Lachapelle and Chris Borick. 2022. A Decade of Canadian and American Comparative Opinion on Climate Change. University of Michigan CLOSUP.
https://fordschool.umich.edu/sites/default/files/2022-04/NACP_Lachapelle-Borick.pdf

February 27: Interest Groups

Homework 4 due – late papers not accepted

E.E. Schattschneider. 1960. *The Semi-Sovereign People*. New York: Holt, Reinhart, and Winston, pp. 1-5.

March 4: The Business Lobby

Christian Downie, “Business actors, political resistance, and strategies for policymakers,” *Energy Policy* 108 (2017): 583-9.

William Lamb et al, “Discourses of Climate Delay,” *Global Sustainability* 3 (2020): e17.

Coral Davenport and Jack Ewing. “Automakers to Trump: Please Require Us to Sell Electric Vehicles.” *New York Times*. 21 November 2024.

March 6: New Strategies of Climate Activism

Homework 5 due – late papers not accepted

Neil Gunningham, “Averting Climate Catastrophe: Environmental Activism, Extinction Rebellion and Coalitions of Influence,” *King’s Law Journal* 30 (2019): 194-202.

Shawn Patterson, Jr. and Michael Mann, “Public Disapproval of Disruptive Climate Change Protests,” Penn Center for Science, Sustainability and the Media, 14 November 2022.

Andreas Malm, “History may Absolve the Soup Throwers,” *New York Times* 20 October 2022: <https://www.nytimes.com/2022/10/20/opinion/just-stop-oil-soup-sunflowers-climate.html>

Andreas Malm and Daniel Sherrell. *The Nation*
<https://www.thenation.com/article/environment/environmental-sabotage-infrastructure/>.

March 11: Supply Side Activism and Policy

Quiz 4 – will cover Feb 25, 27, March 4, 6

Kathryn Harrison and Guri Bang, “Supply-Side Climate Policies in Major Oil-Producing Countries,” *Global Environmental Politics* 22 (2022): 129-150.

March 13: Gender, Race

Salil Benegal and Mirya R. Holman. 2020. “Understanding the Importance of Sexism in Shaping Climate Denial and Policy Opposition.” *Climatic Change* 167:48.

Brad Plumer and Nadja Popovich, “How Decades of Racist Housing Policy Left Neighborhoods Sweltering,” *New York Times*, 24 August 2020.
<https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html>

Report to the Chief Coroner of British Columbia. “Extreme Heat and Mortality: a Review of Heat-Related Deaths in B.C. in Summer 2021.” BC Coroners Service: 2022. Executive summary, pages 4-5. https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/death-review-panel/extreme_heat_death_review_panel_report.pdf

March 18: Indigenous communities and climate

Opening statements due

George Hoberg, *The Resistance Dilemma: Place-Based Movements and the Climate Crisis*, Chapter 6 “The Trans Mountain Expansion Project.” Cambridge: MIT Press, 2021.

Chief Crystal Smith. 2023. “First Nations Want an Energy Future, Not Eco-Colonialism.” *Vancouver is Awesome*. January 18.

<https://www.vancouverisawesome.com/opinion/chief-crystal-smith-first-nations-want-an-energy-future-not-eco-colonialism-6394031>

March 20, 25, 27: Federalism, Legislative Institutions, Electoral Systems

Quiz 5 – March 25 (will cover March 11, 13, 18, 20)

Kathryn Harrison, “Climate Federalism in Canada,” in Alan Fenna, Sébastien Jodoin, Joana Setzer, eds. *Climate Governance and Federalism*, forthcoming Cambridge University Press.

April 1, 3: Simulations

Simulations will be scheduled from 3:30-4:30, 4:45-5:45, 6:00-7:00.

There will be at least one virtual option, but others will be held in person, assuming we can find a suitable room.

April 8: Simulation recap

Simulation reflections due at 3:30 – late papers not accepted

April 10: Course Recap, Evaluations

Bring your laptop to class for course evaluations!

Rebecca Solnit, “Hope is an Embrace of the Unknown,”

<http://rebeccasolnit.net/essay/hope-is-a%e2%80%8bn-embrace-of-the-unknown%e2%80%8b-rebecca-solnit-on-living-in-dark-times/>