

**SCHOOL OF THE ENVIRONMENT – UNIVERSITY OF TORONTO**  
**ENV322 INTERNATIONAL ENVIRONMENTAL POLICY**  
**SYLLABUS**  
**FS 20223**

First class:	12 September 2023
Tuesdays:	12:10 pm – 2:00 pm
Location:	Galbraith
Instructor	Dr. Erich Vogt <a href="mailto:erich.vogt@utoronto.ca">erich.vogt@utoronto.ca</a>
TA:	Rugare Rukuni <a href="mailto:rugare.rukuni@mail.utoronto.ca">rugare.rukuni@mail.utoronto.ca</a>
Student hours:	by appointment

### **COURSE DESCRIPTION**

The Earth's environment has become a fulcrum point of both international conflict and cooperation. Responding to growing environmental challenges, countries have signed hundreds of bilateral, regional or international treaties designed to protect and manage the biosphere. Just as importantly, they have developed elaborate tools and systems for observing and modeling the global environment's response, and translating this knowledge into global policy advice.

This course provides a broad overview of developments and patterns of the political and programmatic dimensions of global environmental governance as they have emerged over the past five decades. The course will introduce students to the recent history of global environmental governance, its implications for the planet, the challenges presented to bi- and multilateral organizations, governments, businesses and civil society, and trends for policy and political makers as well as regulators in an era of environmental degradation and climate change.

The purpose of the course is to understand and critically assess how global environmental governance functions, the drivers of its strengths and weaknesses, and the ways and means in which it might be made more effective. To achieve that objective, the course examines the context of world politics, its preeminent

economic operating system, and global governance; the roles of actors such as nation states, provinces, cities, inter-governmental organizations, non-governmental and civil society organizations, the private sector, and environmentalists; and processes such as environmental conferences, negotiations and implementation of environmental agreements. By the end of the course students should be able to understand the global and local tensions that play out in international governance, the global policy rationale and the need to make global policy work for local contexts and vice versa, and articulate the pros and cons of building and managing Global Environmental Governance architectures both from the top down and bottom up.

There will also be a simulation session of an Adaptation Fund Board meeting ([www.adaptation-fund.org](http://www.adaptation-fund.org)). Students will participate in teams, each team representing different actors such as donor and recipient countries, co-chairs, IGOs, conventions, ENGOs, secretariat, scientific advisory committee. Context and session details will be described in class.

**Note:** The instructor reserves the right to ‘switch gear’ or shift the focus of class sessions to respond to emerging environmental issues on the global and local political horizons. The course outline is therefore primarily indicative of the range of subjects that we can expect to cover.

## **COURSE OBJECTIVES**

Students who successfully complete this course should be able to:

- understand how environmental policy is made at different levels of governance (international, national, subnational)
- appreciate the major factors influencing environmental policy processes
- critically assess environmental policy and political decision-making documents in order to analyze the roles that various policy actors and political decision makers and stakeholders have in shaping and influencing policy
- have a working understanding of the causes and implications of a range of global, regional, national and sub-national environmental policy challenges and of different forms of response
- comprehend the role of the global political – and energy - economy, state systems and civil society in exacerbating and/or mitigating environmental problems

- articulate the difference in perspectives of developed and developing countries and understand tensions between the environment, poverty, and development

### **COURSE FRAMEWORK AND FORMAT**

Weekly classes will include lectures based upon but not restricted to the required and suggested readings, in-class discussions, and preparing for the end-semester simulation exercise. All assignments are chosen to give students ample opportunities to demonstrate their ability to produce superior individual as well as teamwork efforts.

There is a limited 'laptop use' policy while class is in session which will be explained in class.

Students are very much encouraged to meet with the instructor and TA during student hours following appointments.

Graded papers are normally returned within two weeks following deadlines, and emails within two days. The instructor and TAs do not respond to emails during weekends and statutory holidays.

### **LEARNING STRATEGIES AND CULTURE**

Participation and sharing knowledge are two of the guiding principles of the course. These are complemented by both contributing to and ensuring a non-threatening and enabling learning environment. There will be zero tolerance for physical, verbal or relational aggression. Instructor and students alike recognize that we all have unique, albeit diverse insights, knowledge and experiences with regard to the course's themes, and that, therefore, it is imperative that everyone is sensitive to and respectful of the contributions of others. Both the instructor and students are committed to actively contribute to a safe class environment without unpleasant language. They are also committed to ensure that every comment, perspective and question is treated with respect.

Students will be exposed to the controversial aspects of environmental policies, practices and politics and the inherent contradictions and interests that often work against or are at odds with international cooperation and concerted action.

Drawing on both official and informal studies and field work from around the world and diverse sources, academic papers, news accounts and editorial pages of journals and newspapers, major negotiation conferences and informal meetings, as well as the insights of leading thinkers and thinking leaders in both the developing and developed worlds, the course will foster 'deep' learning (as opposed to 'strategic' learning), creative thinking, collaborative learning and critical debate. Lectures and discussions will also delve into the primary topic for the week, covering theoretical and analytical issues as well as substantive questions raised in the readings. Students are encouraged to ask probing questions and offer comments, however tentative, in class.

### **MAIN TEXTS**

Practically all readings can be accessed via Quercus in the Library Reading List folder including the following main texts:

Chasek Pamela, Downie David, Welsh Brown, Janet, (7th edition). Global Environmental Politics. Westview Press, 2017.

Dryzek, John, The Politics of the Earth – Environmental Discourses, Oxford University Press, 2013.

Nicholson, Simon/Wapner, Paul, Global Environmental Politics - From Person to Planet, Paradigm Publishers, 2015.

Antholis, William/Talbott, Strobe, Fast Forward- Ethics and Politics in the Age of Global Warming, Brookings Institution Press, 2010.

### **ASSIGNMENTS**

#### **1) Critical review - 20 Percent**

Based on the information and insights gained in previous (environmental) courses, you will be asked to critically review a contemporary environmental essay as written by a designated author. Specific instructions will be provided in the lectures and accompanying students' guidance note by the end of the first couple of weeks of classes.

Three (3) pages, 1.5 spacing, TNR 12 font, NO endnotes or bibliography. A selection of essays will be posted roughly 2 weeks before due date on Quercus, and papers are expected to be submitted electronically on Quercus.

**Due: October 7<sup>th</sup>, 2023, 11.59 p.m. (EST)**

## **2) Memorandum - 25 Percent**

You are the special climate change envoy of a G20 country of your choice. Write a climate change memorandum for the Sherpa of your chosen G20 country and present your arguments for overhauling the existing (part of) policy. More specific instructions will be given in the lectures and students' guidance note.

Four (4) pages, 1.5 spacing, TNR 12 font, NO endnotes or bibliography.

**Due: November 4<sup>th</sup>, 2023, 11.59 p.m. (EST)**

**3) Adaptation Fund Board Meeting – 20 Percent, December 5<sup>th</sup>, 2023.** The focus of the simulation will be determined in due time.

## **4) Research/Policy paper – 25 Percent**

The purpose of this combined research/policy paper is to give students an opportunity to explore and develop a paper that focuses on SDG 13 (Climate Change). This four (4)page paper must: (1) examine the chief causes/drivers of the issue(s)/problem(s) - as you see them based on your own critical assessment; (2) outline what the international community has agreed to do about it (targets, indicators); and (3) provide ideas and recommendations of how best to move the solution from concept to practice. More specific instructions will be given in the lectures and students' guidance note.

The paper shall have 1.5 spacing, with 1 inch margins, 12 points font, endnotes and bibliography required.

**Due: December 2<sup>nd</sup>, 2023, 11.59 p.m. (EST)**

## **5) Participation/Attendance – 10 Percent**

Participation means making insightful contributions to class discussions, asking probing questions, and being involved in the ongoing discourse in ways that show students are thinking. Coming to class late and/or leaving class early will result each time in an automatic deduction of 1% of students' participation/attendance score.

## **LATE PENALTIES**

No due dates will be extended. Penalty for late work will be 2% of the assignment mark per day late, including weekends. The only exemption from this penalty will be for work that is late for personal reasons if documentation from Accessibility Services or a College Registrar is submitted, or for health reasons. Students must use the University's official Verification of Student Illness or Injury Form as the

standard documentation requirement for medical based extension requests. A copy can be found on the web at:

<http://www.illnessverification.utoronto.ca/getattachment/index/Verification-of-Illness-or-Injury-form-Jan-22-2013.pdf.aspx>

## **EVALUATION CRITERIA OF WRITTEN WORK**

The primary criteria used in evaluating written work are the following:

- 1) Content: Content is Queen/King!!!
- 2) Mechanics: Defined as freedom from minor factual errors and spelling and grammatical errors. Where asked, students are expected to include thorough, accurate and consistent references in any bona fide academic referencing style that includes page numbering.
- 3) Writing style: It should be appropriate for an academic environment. Beyond that, style will be evaluated primarily in terms of clarity.
- 4) Structure: Papers will also be evaluated in terms of their organization and coherence. The structure of the paper must logically flow from the assignment question(s) and must add up to a coherent whole.
- 5) Precision and accuracy: Precision means saying exactly and specifically what you mean, avoiding ambiguity and vague generalities. Accuracy refers to absence of major factual errors.
- 6) Analysis: Analysis will be evaluated in terms of success in using evidence in the form of data/information to construct a logical argument which convincingly answers your assignment question(s).

## **WRITING AND ENGLISH LANGUAGE**

For faculty writing support, please see English Language and writing support at University of Toronto:

<http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx>

Students have commented that they found the latter address extremely helpful for writing term papers.

The following are also useful:

General Writing Resources

<https://owl.english.purdue.edu/owl/section/1/>

Academic Writing

<https://owl.english.purdue.edu/owl/section/1/2/>

Sylvan Barnett, *A Short Guide to Writing About Art*. 5-7th edition (New York: Harper-Collins, 1997)

William Strunk Jr., E.B. White. *The Elements of Style* (New York: MacMillan Publishing)

Using Quotations

<http://www.writing.utoronto.ca/advice/using-sources/quotations>

Paraphrase and Summary

<http://www.writing.utoronto.ca/advice/using-sources/paraphrase>

## **EVALUATION CRITERIA OF ALL ORAL PRESENTATIONS**

- 1) Success in communicating key concepts succinctly and accurately, thereby demonstrating sound understanding of the work being presented.
- 2) Mechanics of communication, such as manner of speaking (including good diction and tone), structure of the presentation and level of organization.
- 3) Ability to respond appropriately and fairly to questions and contribute to and stimulate unstructured discussion among peers.

## **Academic Integrity**

“The University of Toronto is committed to the free and open exchange of ideas, and to the values of independent inquiry. Academic integrity is fundamental to our university community’s intellectual life. What does it mean to act with academic integrity? U of T supports the International Center for Academic Integrity’s definition of academic integrity as acting in all academic matters with honesty, trust, fairness, respect, responsibility, and courage. For an Indigenous perspective on these values, you might also like to read more about the Seven Grandfathers approaches to academic integrity. In our Code of Behaviour on Academic Matters, the University has identified academic offences that run counter to those values, and that are in opposition to our mission to create internationally significant research and excellent academic programs. This code outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential academic offences include, among others, the use of ChatGPT and AI as tools in the pursuit of your academic performance. Additional academic offences include:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes working in groups on assignments that are supposed to be individual work).

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.

All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code of Behaviour on Academic Matters. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, you are expected to seek out additional information from me or other available campus resources like the College Writing Centres (<https://writing.utoronto.ca/writing-centres/arts-and-science/>), the Academic Success Centre, or the U of T Writing Website."



Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) and (<https://www.academicintegrity.utoronto.ca/>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. You can get additional guidance on academic integrity from the website of the Office of Student Academic Integrity at: [www.artsci.utoronto.ca/osai/students](http://www.artsci.utoronto.ca/osai/students)

## **ACCESSIBILITY NEEDS**

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: <http://studentlife.utoronto.ca/accessibility>

## CLASS TOPICS AND READINGS

12 September 2023

### Introduction to the course, Part I

#### Readings

Nicholson, Simon/Wapner, Paul, Global Environmental Politics - From Person to Planet, pp.39 – 71, Paradigm Publishers, 2015

World Resource Institute, The Millennium Ecosystem Assessment - Ecosystems and Human Well-being – Synthesis Report, Summary for Decision Makers pp. 1–24; see

<https://www.millenniumassessment.org/documents/document.356.aspx.pdf?msclkid=a9a330cfc76111ecaac5b655758ef8e4>, Island Press, 2005

Ostrom, Elinor. 1992. Governing the Commons. Cambridge: Cambridge University Press. Chap.1 (pp. 1-28) and Chap 2, pp. 29-45 (not the whole chapter).

Dale Jamieson, Reason in a Dark Time – Why the struggle against climate change failed – and what it means for our future, pp.178–200, Oxford University Press, 2014

Joshua Rothman, “The Big Question: Is the world getting better or worse?,” The New Yorker (23 July 2018), pp. 26-32

James Gustave Speth, red sky at morning, ‘World of Wounds’, pp. 13-22, Yale University Press, 2004

19 September 2023

### Introduction, Part II Global Environmental degradation – its drivers and the public’s response

#### Readings

James Gustave Speth, The Bridge at the Edge of the World, ‘ Modern Capitalism: Out of Control’, pp. 46–66, Yale University Press, 2008

Jonathan Rowe, “Who is an Economy For? Rethinking GDP”, pp. 220–227, in Simon Nicholson/Paul Wapner (eds.), Global Environmental Politics – From Person to Planet, Paradigm Publishers, 2015

Paul Krugman, “Environmental Economics 101 – Overcoming Market Failures, pp. 164-172, in Simon Nicholson/Paul Wapner (eds.), Global Environmental Politics –

From Person to Planet, Paradigm Publishers, 2015

Joseph Stiglitz, Globalization and its Discontents – The Way ahead, pp. 214–252, W. W. Norton, 2002

Nicholson, Simon/Wapner, Paul, Global Environmental Politics - From Person to Planet, pp.117 – 149, Paradigm Publishers, 2015

Dryzek, John, The Politics of the Earth – Environmental Discourses, pp.27 – 50, Oxford University Press, 2013

26 September 2023

## **The economic driver of environmental degradation – Capitalism, Part I**

### **Readings**

Chasek, Pamela, Downie David, Brown Welsh, Janet. Global Environmental Politics, Chapter 1, Westview. 2017

Nicholson, Simon/Wapner, Paul, Global Environmental Politics - From Person to Planet, pp.164 – 201, Paradigm Publishers, 2015

Dryzek, John, The Politics of the Earth – Environmental Discourses, pp.122 – 144, Oxford University Press, 2013

Bodansky, Daniel. 2010. The Art and Craft of International Environmental Law. Cambridge: Harvard University Press. Chapter 1

Angus Deacon/Anne Case, Deaths of Despair and the Future of Capitalism, Princeton University Press, 2020

3 October 2023

## **The economic driver of environmental degradation – Capitalism, Part II**

### **Readings**

Chasek, Pamela, Downie, David, Brown Welsh, Janet. Global Environmental Politics, pp. 53 – 113; pp. 179 – 202, Westview, 2017

Biermann, Frank, Pattberg, Phillip (2008), “Global Environmental Governance: Taking Stock, Moving Forward” In The Annual Review of Environment and Resources; see: [www.environ.annualreviews.org](http://www.environ.annualreviews.org)

Simon/Wapner, Paul, Global Environmental Politics - From Person to Planet, pp.164 – 201, Paradigm Publishers, 2015

Dryzek, John, The Politics of the Earth – Environmental Discourses, pp.122 – 144, Oxford University Press, 2013

Bodansky, Daniel. 2010. *The Art and Craft of International Environmental Law*. Cambridge: Harvard University Press. Chapter 1

Angus Deacon/Anne Case, *Deaths of Despair and the Future of Capitalism*, Princeton University Press, 2020

10 October 2023

### **Multilateral Environmental Policy, Part I**

#### **Readings**

Roberts, J. Timmonns and Parks, Bradley C. (2007), A Climate of Injustice, pp. 185 – 204

Speth Gustave, Haas Peter (2006), *Global Environmental Governance*, Island Press, pp. 12 – 44

Ford, Lucy (2011). “Transnational actors in global environmental politics” in Kutting, Gabriela, (ed.) Global Environmental Politics: Concepts, Theories and Case Studies. London: Routledge. pp. 27 – 41

“Green colonialism” - Indigenous world leaders warn over west’s climate strategy”; see <https://amp.theguardian.com/world/2023/apr/23/un-indigenous-peoples-forum-climate-strategy-warning>

Najam, Adil. 2005. *Developing Countries and Global Environmental Governance: From Contestation to Participation to Engagement*. *International Environmental Agreements: Politics, Law and Economics* 5 (3): 303–321

17 October 2023

### **Multilateral Environmental Policy, Part II - Developing countries demand more voice and visibility**

#### **Readings**

World Development Report 2010, *Development and Climate Change*; see summary in

<http://web.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/0,,contentMDK:23062354~pagePK:478093~piPK:477627~theSitePK:477624,00.html>

Chasek Pamela, Downie David, Welsh Brown, Janet. Global Environmental Politics, pp. 271 – 318, Westview Press, 2017.

Dryzek, John, The Politics of the Earth – Environmental Discourses, pp.187 - 229, Oxford University Press, 2013

O'Neill, Kate. 2017. The Environment and International Relations. Cambridge: Cambridge University Press. Chap 3, pp 51-62

For Climate Investment Funds; see [www.worldbank.org/cif](http://www.worldbank.org/cif)

For Green Climate Fund; see [www.gcfund.org](http://www.gcfund.org)

For Adaptation Fund; see [www.adaptation-fund.org](http://www.adaptation-fund.org)

For Global Environmental Facility; see [www.thegef.org](http://www.thegef.org)

Speth Gustave, Haas Peter (2006), Global Environmental Governance, Island Press, pp. 82 - 103

24 October 2023

## **Environmental Awakening the world over**

### **Readings**

Charles C. Mann, The Wizard and the Prophet, Alfred A. Knopf, 2018, pp. 39–155, Alfred A. Knopf, 2018

Charles L. Harper, “Environmentalism: Ideology, Action and Movements”, pp. 345–384, in Environment and Society: Human Perspectives on Environmental Issues, Prentice Hall, 2001

James Gustave Speth, “Environmental Failure: A Case for a New Green Politics”; see

[https://e360.yale.edu/features/environmental\\_failure\\_a\\_case\\_for\\_a\\_new\\_green\\_politics](https://e360.yale.edu/features/environmental_failure_a_case_for_a_new_green_politics)

World Resource Institute, The Outcomes of Johannesburg: Assessing the World Summit on Sustainable Development’, pp. 1–14; see

[https://wriorg.s3.amazonaws.com/s3fs-public/pdf/wssd\\_sais\\_outcomes.pdf](https://wriorg.s3.amazonaws.com/s3fs-public/pdf/wssd_sais_outcomes.pdf)

31 October 2023

## Global Climate Governance and Policy – Part I

### Readings

Keohane, Robert and Victor, David (2010). “The Regime Complex for Climate Change”, in The Harvard Project on International Climate Agreements; see [www.belfercenter.org/sites/default/files/legacy/files/Keohane\\_Victor\\_Final\\_2.pdf](http://www.belfercenter.org/sites/default/files/legacy/files/Keohane_Victor_Final_2.pdf)

Antholis, William and Talbott, Strobe; Fast Forward – Ethics and Politics in the Age of Global Warming, Brookings Institution Press, 2010

Dale Jamieson, Reason in a Dark Time – Why the struggle against climate change failed – and what it means for our future, pp. 11-60, Oxford University Press, 2014

David Miller, Solved - How the World’s Great Cities are Fixing the Climate Crisis, University of Toronto Press, 2020

“Carbon tax or cap-and-trade?”; see [https://davidsuzuki.org/what-you-can-do\\_](https://davidsuzuki.org/what-you-can-do_). For the Paris Climate Change Agreement, see:

[http://unfccc.int/meetings/paris\\_nov\\_2015/items/9445.php](http://unfccc.int/meetings/paris_nov_2015/items/9445.php)

IPCC – Climate Change 2021 – The Physical Science Basis – Summary for Policy Makers; see

[https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC\\_AR6\\_WGI\\_SPM\\_final.pdf?msclkid=e0355bdec75e11eca7c830fb9ae8f59f](https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM_final.pdf?msclkid=e0355bdec75e11eca7c830fb9ae8f59f)

Vanessa Nakate, A Bigger Picture, Mariner Books, 2021, Note: In *A Bigger Picture*, Nakate shares her story as a young Ugandan woman who sees that her community bears disproportionate consequences to the climate crisis. At the same time, she sees that activists from African nations and the global south are not being heard in the same way as activists from white nations are heard.

Inspired by Sweden’s Greta Thunberg, in 2019 Nakate became Uganda’s first *Fridays for Future* protestor, awakening to her personal power and summoning within herself a commanding political voice.

“Scientists deliver ‘final warning’ on climate crisis: act now or it’s too late”; see <https://www.theguardian.com/environment/2023/mar/20/ipcc-climate-crisis-report-delivers-final-warning-on-15c>

“Rethinking the World Bank Model for More Climate Financing”; see <https://www.cgdev.org/blog/rethinking-world-bank-model-more-climate-financing>

“Concessional Climate Finance: Is the MDB Architecture Working?” see <https://www.cgdev.org/publication/concessional-climate-finance-mdb->

architecture working?

“What Lula’s victory in Brazil could mean for climate change”; see

<https://www.context.news/climate-justice/what-lulas-victory-in-brazil-could-mean-for-climate-change>

“Green colonialism” - Indigenous world leaders warn over west’s climate strategy”; see <https://amp.theguardian.com/world/2023/apr/23/un-indigenous-peoples-forum-climate-strategy-warning>

“Greenhouse gas emissions must peak within 4 years, says leaked UN report”; see <https://www.theguardian.com/environment/2021/aug/12/greenhouse-gas-emissions-must-peak-within-4-years-says-leaked-un-report>

“IPCC Special Report, October 2018 – Summary for Policymakers”; see

[https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15\\_SPM\\_version\\_report\\_LR.pdf](https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15_SPM_version_report_LR.pdf)

UNFCCC – COP 26/Glasgow “Outcomes of the Glasgow Climate Change

Conference”; see <https://unfccc.int/conference/glasgow-climate-change-conference-october-november>

2021?msclkid=5efe124dc75f11ec9955fdf11a0c5613

“Climate Promises Made in Glasgow Now Rest With a Handful of Powerful Leaders”; see <https://www.nytimes.com/2021/11/14/climate/glasgow-cop26-leadership.html?smid=em-share>

“The richest 10% produce about half of greenhouse gas emissions. They should pay to fix the climate”; see

<https://www.theguardian.com/commentisfree/2021/dec/07/we-cant-address-the-climate-crisis-unless-we-also-take-on-global-inequality>

“Greenhouse gas emissions must peak within 4 years, says leaked UN report”; see <https://www.theguardian.com/environment/2021/aug/12/greenhouse-gas-emissions-must-peak-within-4-years-says-leaked-un-report>

6 – 10 November 2023

**Reading week: no class**

14 November, 2023

**Global Climate Governance and Policy – Part II**

## Readings

“Biden vows to double aid to developing countries vulnerable to climate crisis”; see <https://www.theguardian.com/us-news/2021/sep/21/joe-biden-un-general-assembly-climate-aid-developing-countries>

“By any measure, 2022 will be a big year for climate policy in Canada”; see <https://www.thestar.com/opinion/contributors/2022/02/07/by-any-measure-2022-will-be-a-big-year-for-climate-policy-in-canada.html>

“Trudeau Was a Global Climate Hero. Now Canada Risks Falling Behind”; see <https://www.nytimes.com/2021/04/21/world/canada/trudeau-climate-oil-sands.html?smid=em-share>

„Prime Minister Trudeau announces increased climate ambition”; see <https://pm.gc.ca/en/news/news-releases/2021/04/22/prime-minister-trudeau-announces-increased-climate-ambition>

“Fact check: have GHG emissions risen under Trudeau?”; see <https://www.cbc.ca/news/politics/fact-check-ghg-emissions-1.6167437>

“What Biden’s climate leadership means for Canada”; see <https://www.macleans.ca/opinion/what-bidens-climate-leadership-means-for-canada/>

Is \$100 Billion a Year Enough to Cover the Cost of Climate Damage?; see <https://www.cgdev.org/blog/100-billion-year-enough-cover-cost-climate-damage>

“How CC is contributing to skyrocketing infectious diseases”; see <https://www.propublica.org/article/climate-infectious-diseases>

“Deaths from fossil fuel emissions higher than previously thought”; see <https://www.seas.harvard.edu/news/2021/02/deaths-fossil-fuel-emissions-higher-previously-thought>

21 November 2023

The Adaptation Fund: Issues – Policy mandate – Politics – Governance

Guest presentation: Miko Ollikainen, Manager, Adaptation Fund, TBC

Read documents in [www.adaptation-fund.org](http://www.adaptation-fund.org)

28 November 2023



The Climate Investment Funds : Issues – Policy mandate- Politics- Governance  
Executive Director: Ms Mafalda Duarte, TBC

5 December 2023

10 am – 12 pm

Simulation exercise at the Music Room/ Hart House

The focus of the Adaptation Fund's Board meeting will be announced in due time.

**GOOD LUCK – AND ENJOY!!!**