

COURSE SYLLABUS

ENERES/ESPM 290

Political Ecologies of Climate Change Adaptation

Professor: Dr. Meg Mills-Novoa

Lecture: M 2-5pm

Location: Giannini 332

Office: Giannini 116

Office Hours:

<https://calendly.com/mills-novoa/gradmtg15>

Course Description

As the climate crisis escalates and mitigation efforts stagnate, climate change adaptation has come to the forefront of public debates and funding priorities. Adaptation finance has steadily increased over the past decade to 46 billion USD annually in 2019/2020. While this level of funding remains well below the estimated 155-330 billion USD needed annually by 2030 for adaptation, this climate finance translates to hundreds of projects globally, with real consequences for communities on the frontlines of climate change.

This course will explore the varied political ecologies of climate change adaptation. Political ecology, as a conceptual framework and sub-field, examines the broad systems that shape human-society relationships rather than solely blaming local forces, understanding ecological systems as “power-laden.” By drawing on political ecology, this course will include both foundational and emerging scholarship that explores how climate change adaptation is shaping and being shaped by the material impacts of climate change, the political economy of climate governance and finance, and the agency of experts, funders, promoters, and the individuals and collectives adapting to climate change. We will examine the history of climate change adaptation concepts and governance while also exploring emerging frontiers in political ecologies of the climate crisis.

This course is best suited for doctoral and research-oriented masters students interested in climate change adaptation. There are no prerequisites for this course, but students ideally have done some coursework or reading in broader political ecology and/or political economy. This seminar will bring together peer-reviewed scholarship with assignments that help students develop essential academic skills.

Class Space

Giannini 332

Campus Map, [here](#)

Remote Participation

This class will be fully in-person unless another surge of COVID-19 occurs.

Required Texts

- Engineering Vulnerability: In Pursuit of Climate Adaptation (2021) by Sarah Vaughn
- Threatening Dystopias (2021) by Kasia Paprocki
- Reconsidering Reparations (2022) by Olufemi Taiwo

Office Hours

Office hours with **Dr. Mills-Novoa** will be held each week on Wednesday afternoon from 12:00P-1:30pm. They can be scheduled at this link: <https://calendly.com/mills-novoa/gradmtg15>

Requirements and Grades

I expect you to attend class with the assigned reading(s) read. The reading load is quite heavy at times; budget your time accordingly. The requirements for the course are as follows (the percentages of the overall grade are in parentheses).

1. Weekly Active Learning Exercises (WALE) (5 X 5% = 25%)

Each week, you will have activity that both helps you build essential analytical skills and engage with the readings. Please note that WALEs need to be turned in during class. If you are unable to attend class then you will need to submit that week's WALE.

No.	Active Learning Exercises	Due Date
1	Key takeaway statements	1/30
2	Reading notes	2/6
3	Synthesis and Summary	2/13
4	Abstract Mapping	2/27

5	Reverse Outlining	3/13
6	Exam preparation	4/24

2. Major Project (MP) (50%)

As a major project, students can choose an end product that best suits their educational stage and specific goals. The major project may be a funding proposal, original research paper, literature review, thesis/dissertation chapter. The major product must be a minimum of 5,000 words and no more than 12,000 words. It must include a minimum of 15 peer-reviewed sources, which are properly cited. This major project must focus on themes and theories relevant to this class (political ecologies of climate change). All MP components will be due before class time on the due date.

No.	Assignment	Points	Due Date
1	Project abstract	2	3/6
2	Key Points Outline	3	3/20
3	Draft 1	7	4/10
4	Draft 1 - Peer Feedback	3	4/17
5	Final Draft with Revision Letter	15	5/8

3. Synthesis Exam (25%)

There will be one final synthesis exam at the end of the semester. This exam will entail short essay questions based on the literature read in class. The focus of this exam is for students to bring the varied articles and books into conversation with each other. A small notecard with notes will be allowed into the classroom. Other notes will not be allowed. The exam will be designed to last approximately 60-90 minutes though students will have the full class period to complete the exam.

The grading scheme is as follows:

A = 100.00-93.00; A- = 90.00-92.99; B+ = 87.00-89.99; B = 83.00-86.99; B- = 80.00-82.99; C+ = 77.00-79.99; C = 73.00-76.99; C- = 70.00-72.99; D+ = 67.00-69.99; D = 63.00-66.99; D- = 60.00-62.99; F = 0.00-59.99.

Specification Grading

This course uses a specification grading paradigm for many of its assignments. Specification grading is designed so that students can choose the level of attainment that they want to achieve by meeting the set number of specified components for an assignment. Your grade is set by how many specifications you reach and in most cases you either do or do not reach a specification (pass/fail), eliminating often subjective partial grading. For each of the MP assignments, we will co-design a list of specifications for the rubric and then you will be graded on how many of those specifications you attain. You will be provided feedback and an opportunity to resubmit for larger assignments. All assignments are closely tied to learning objectives so you know what assignments are reinforcing specific learning objectives. For more information on specification grading, check out Linda Nilsons' book Specifications Grading. It is available digitally through the UCB library.

Instructor's Expectations and Policies

- Written work must be submitted to me. In exceptional circumstances, or as applicable for student accommodations, assignments and papers may be submitted online or to the assignment drop-box. Students must discuss this with me, preferably before the due date.
- All students will be given **8 “slip days”** to use over the course of the semester. These are 8 business days that students can apply to any assignment (WALE or MP) that they would like to turn in late. The student needs to inform the instructor as soon as possible regarding a late assignment and communicate an updated deadline. Once all slip days are used, late assignments will not be accepted.
- Over the course of these semester, students can miss a max of **two classes**. They will still be responsible for assignments for that week. If a student missed more than two classes, the assignment for the missed class will not be graded.
- Further extensions on assignments may be requested for medical, family emergency, or other similar reasons. Students must contact me as far in advance of the deadline as possible. I may request supporting evidence if appropriate.
- All students are expected to foster a healthy, enjoyable, and productive academic environment. This means behaving in a professional and courteous manner, making meaningful contributions to discussions, listening attentively to others, being open to new ideas, and treating each other as equals. The use of cell phones and computers for personal use is strictly prohibited. Research has shown that non-academic computer use during class negatively impacts student learning as well as the learning of others around them. I suggest that you turn off your e-mail and close your web browser to limit distractions during lecture and discussion. It is difficult to learn in this new environment, so I encourage you to take the necessary steps that make your learning environment the best it can be. Please ask myself or your GSIs if we can help in these efforts.

Each student is expected to actively participate and engage in class.

With the ongoing COVID pandemic and the additional caregiving and other responsibilities many face, I realize that some students may need additional accommodations for not being in class. If this is the case, please be in touch with Dr. Mills-Novoa and we can arrange for accomodation. These accommodations need to be discussed *beforehand*, so I encourage you to be in touch if you foresee consistent issues with being present in class.

UC Berkeley Plagiarism Policy & Academic Integrity

“The University of California is a community of scholars committed to maintaining an environment that encourages personal and intellectual growth. It is a community with high standards and high expectations for those who choose to become a part of it, including establishing rules of conduct intended to foster behaviors that are consistent with a civil and educational setting. Members of the University community are expected to comply with all laws, University policies, and campus regulations, conducting themselves in ways that support a scholarly environment.”

See: <https://gsi.berkeley.edu/gsi-guide-contents/academic-misconduct-intro/>

One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi—any class materials) from their classes without the written permission of the instructor.

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you're unclear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand. For additional information on plagiarism and how to avoid it, read the [UC Berkeley Library Citation Page, Plagiarism Section](#).

Examples of plagiarism include:

- Borrowing the ideas, theories, illustrations, lab data, or language of others, in whole or in part, without properly quoting and citing the source within the text of the paper;

- Substantially paraphrasing without acknowledging the source, even though you have used your own words;
- Combining your words with substantial phrases from a source that is either not cited or under cited;
- Using synonyms to change words within a phrase or sentence derived from another source and then treating the phrase or sentence as if it was your own;
- Failing to cite the correct source of a quotation;
- Submitting an assignment that does not acknowledge the contribution of co-authors where such acknowledgement would be appropriate;
- Submitting an assignment, in whole or in part, that was previously graded in another course, whether or not the other course was taught at UC Berkeley;
- Submitting an assignment, in whole or in part, which was purchased from another source.

As a member of the campus community, you're expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it. Read more about [Berkeley's Honor Code](#).

COVID-19 Policy

We are entering the third year of the pandemic and while many of us are fatigued, it remains important to take measures to protect those in our community who are vulnerable or caregiving for those who are. While university policy currently does not mandate mask wearing, I kindly ask that you wear a mask in class to protect those who may be at risk when rates of average cases remain above 50 per 100,000 in Alameda County. If we experience another COVID-19 surge, I will provide a hybrid instructional option for lectures for concerned students while rates remain high.

Land Acknowledgement

UC Berkeley occupies xučyun (Huchin), the unceded land of the Chocenyó speaking Ohlone people. The Muwekma Ohlone Tribe and other descendants of the Verona Band of Alameda County continue to reside in their traditional homelands, practice their language and other customs, and assert their political and territorial sovereignty. UC Berkeley was established through the seizure of Indigenous land and the creation of the [land-grant university system](#) under the Morrill Act of 1862. This class and its members are implicated in this history. In recognition of the ongoing colonization of this land, we are called to dismantle the settler-colonial structures that continue to shape our society and institutions.

Climate justice is intimately connected to colonization, and this course will explore the central role of colonialism in determining the causes and effects of climate change in the Bay Area and across the globe. Additional information, including ways to support Muwekma Ohlone sovereignty, can be found on the Muwekma tribal website: <http://www.muwekma.org>. Information on the Shuumi land tax, a voluntary contribution to the Sogorea Te' Land Trust that supports Ohlone land rematriation, can be found at the Sogorea Te' website: <https://sogoreate-landtrust.org>.

Accessibility Statement

I am committed to creating an accessible and inclusive learning environment.

If academic or other accommodations will help you engage most effectively in this course, please contact the [UC Berkeley Disabled Students' Program](#), which can arrange for Academic Accommodation letters as well as Alternative Media and Auxiliary Services to support your learning. Please notify your instructor and GSI of which accommodations you would like to use so that we may support you accordingly. At the moment, staffing shortages with the Disabled Students' Program may delay intake appointments and thus delay students in acquiring official Letters of Accommodation; in this case, please reach out to your instructor and GSI and we will work with you to develop and implement necessary accommodations.

UC Berkeley is committed to providing robust educational experiences for all learners. With this goal in mind, we have activated the ALLY tool for this course. You will now be able to download reading materials in a format that best fits your learning preference (i.e., PDF, HTML, EPUB, and MP3). For more information, visit the alternative formats link or watch the video entitled, "[Ally in bCourses](#)."

The [Academic Accommodations Hub](#) provides helpful resources for all students.

Diversity Statement

Consistent with UC Berkeley's [Principles of Community](#), we are all responsible for creating an inclusive learning environment where diverse perspectives—expressed through race and ethnicity, culture, gender identities and sexual orientations, political and social views, religious and spiritual beliefs, learning and physical abilities, language and geographic characteristics, age, veteran status, and social or economic classes—are recognized, respected, and seen as a source of strength. We welcome your unique perspective as an individual. In the same manner, we expect you to treat every other individual in this course with respect and dignity. We encourage your suggestions on how to incorporate diversity in this course in a meaningful way.

Due to the content of this course, students will bring diverse perspectives about climate change, its impacts, and potential solutions based on their varied worldviews and values. These perspectives are important and respectful participation is a critical component of this course.

Climate change and its impacts are deeply connected to racial, gender, class, and other systems of oppression and exclusion. The material that we will discuss in this course will likely speak to the identities, experiences, and backgrounds of members of the class. In respect of this reality, it is essential that we approach difficult conversations with care and empathy. If you find yourself overwhelmed or in need of a break from challenging material, please step back, take space for yourself, and re-engage when ready. If you find yourself in need of support, please reach out to your GSI, instructor, or another trusted resource, such as the [Office for the Prevention of Harassment & Discrimination](#).

Intellectual growth requires open-mindedness and the ability to make mistakes, learn, and change. At the same time, this course maintains a zero-tolerance policy for harassment and discrimination. Please reach out to your instructor or GSI if there is anything that we can do to maintain a safe learning environment.

There will be multiple team activities where students will be able to work in peer groups. This teamwork is important and will enrich the course content.

Pronoun Policy

I will address you by your self-designated personal pronouns (and names) in class. I expect everyone to use the personal pronouns of the person with whom they are communicating. Pronouns are important aspects of speech that are used to refer to others instead of using their name. Using the correct pronouns is part of respectful and caring communication - something that we will foster in this class. More information on personal pronouns is available on the following website: <https://www.mypronouns.org/sharing>

Take Care of Yourself

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep, and taking time to recharge your mental health. Taking time to care for yourself, and avoiding academic burnout, will help you achieve your academic, professional, and personal goals.

[Support Resources](#) include emotional, physical, safety, social, and other basic wellbeing resources for students. Academic resources can be found at the [Student Learning Center](#) and [English Language Resource](#) sites. Berkeley's Office of Emergency Management has resources to [prepare for emergencies](#).

Caregiving

Nearly 25% of undergraduate students in the US today are parents and many additional students participate in caregiving of other loved ones--siblings, elders, partners. The COVID-19 pandemic has dramatically disrupted caregiving support and led to many students taking on even more caregiving duties such as babysitting, assisting with homeschooling, running errands for immuno-compromised family members, and a range of other daily tasks. I recognize that these tasks take time and energy and can be hard to juggle alongside your academic responsibilities. I encourage you to reach out to me if your caregiving responsibilities or family obligations impact your ability to complete assignments, meet deadlines, or engage in other course activities so we can work together to help you succeed in the course. Thank you for the work you do to care for family members and loved ones. Additional resources are available through the [Student Parent Center](#).

Basic Needs

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep, and taking time to recharge your mental health. Taking time to care for yourself, and avoiding academic burnout, will help you achieve your academic, professional, and personal goals.

[Support Resources](#) include a wide range of emotional, physical, safety, social, and other basic wellbeing resources for students. [Mental health counseling](#); social services support; support for discrimination, harassment, and sexual violence; and academic counseling are confidential and available to students regardless of insurance status, nationality, or documentation status.

The [Student Learning Center](#) serves more than 10,000 undergraduates annually and provides a wide variety of academic resources including tutoring, study groups, exam review sessions, and seminars and workshops on effective learning strategies. The [English Language Resource](#) site and the SLC Writing Program provide excellent resources and are encouraged for all students.

Berkeley's Office of Emergency Management has resources to [prepare for emergencies](#).

If you are facing challenges securing food or housing during the semester, or require emergency financial assistance, please seek out resources for support and help. It can be challenging to do your best in class if you are having trouble meeting your basic needs. You can find a list of key campus resources at the Berkeley Basic Needs webpage (<https://basicneeds.berkeley.edu/>) as well as information about accessing the [UC Berkeley Food Pantry](#)

(<https://basicneeds.berkeley.edu/pantry>). Both appointments and drop-in services are available. Support is confidential and available to students regardless of insurance status, nationality, or documentation status. Additionally, please notify me of your situation if you are comfortable doing so as this will allow me to make necessary class accommodations or assist you as I can within my capacity.

Co-Designed Community Guidelines

Behavior and presence in the classroom (whether in-person or online) sets the tone for classroom interactions and discussions. I strive to create an atmosphere of respect in the classroom, including respect toward and between students and the instructor. Respectful participation is a critical component of this class.

Below are a set of guidelines and policies for engaging in respectful dialogue that we will all work toward and adhere to while participating in class-related activities. The expectations for students and the instructor are outlined below. These expectations are a starting point for a collaborative class discussion. During the first week of the course, we will revise / edit / remove / add to these expectations as we see fit. This is meant to be a way to build community and create an environment where we can all learn together and learn from each other.

We will revisit these guidelines throughout the semester in order to guide class conversations and to provide feedback on classroom participation for students and the instructor.

FOR STUDENTS

1. Allow everyone the chance to participate
2. Participate actively in discussions/activities (for example: by talking, writing in the chat, using reaction buttons, etc.)
3. Listen with intention and respect, and avoid interrupting others
4. **Focus on / respond to the contested argument or idea, as opposed to the person**
5. Ask yourself if you might be making/acting upon assumptions when engaging with the material that need to be checked or re-evaluated
6. Avoid making assumptions or generalizations about other members of the class
7. Be open to genuinely engaging with multiple, alternative, and different perspectives, and acknowledge the impact of your comments
8. Enter the classroom prepared to engage in course material
9. Discuss concerns about the course with the instructor
10. Complete course assignments in line with the academic integrity policy
11. Participate fully in peer and group work

12. Make an effort to get to know other students and build a learning community

13. Understand that your words and actions have impacts on others
14. Reflect on how your own background and experiences may impact your engagement with the course and course content
15. We encourage you to bring your own background and experiences into the classroom and to highlight personal connections to the material, if comfortable doing so
16. Raise hand for a new point and raise a finger for directly relevant follow-up comments
17. Be honest about level of participation
18. Define specialized terms being used (especially if not in reading)

FOR THE INSTRUCTOR

Actively and enthusiastically facilitate and encourage student learning and engagement

1. Listen with intention and respect
2. Be open to genuinely engaging with multiple, alternative, and different perspectives, and acknowledge the impact of comments
3. Allocate space and time to address student questions/concerns
4. Come to class prepared to facilitate and discuss
5. Return assignments and feedback in a timely manner
6. Accommodate differences in student learning and engagement in the classroom
7. Explain expectations and grading rubrics for all assessments, acknowledge the impact of your comments
8. Gather and respond to student feedback
9. Proactively communicate with students about their engagement with the course
10. Recognize and commend student excellence
11. Prioritize student wellbeing both inside and outside the classroom
12. Address and resolve conflicts within the classroom
13. Maintain a safe and inclusive learning environment
14. Proactively communicate changes in course structure and syllabus

TENTATIVE COURSE SCHEDULE

W	Date	Lecture #/Topic	Assignments
1	1/23	What is the political ecology of climate change adaptation?	
2	1/30	The evolution of climate change adaptation	WALE 1
3	2/6	Key concepts: Vulnerability	WALE 2
4	2/13	Key concepts: Adaptive Capacity & Resilience	WALE 3
5	2/20	NO CLASS	
6	2/27	Climate Coloniality & Adaptation	WALE 4
7	3/6	Adaptation Finance	MP1
8	3/13	Development & Adaptation	WALE 5
9	3/20	Race & Adaptation	MP2
10	3/27	NO CLASS	
11	4/3	Gender & Adaptation	MP 3
12	4/10	Adaptation Knowledge(s)	MP4
13	4/17	Maladaptation & Transformative Adaptation	WALE 6
14	4/24	<i>Final Synthesis Exam</i>	
15	5/1	RR Week	
16	5/8	Finals	MP6

Reading Schedule

Week 1: What is the political ecology of climate change adaptation?

Required:

- Taylor, M. (2015). Chapter 1. Climate Change the Frontiers of Political Ecology. In: *The Political Ecology of Climate Change Adaptation: Livelihoods, Agrarian Change and the Conflicts of Development*. First Edition. Routledge. 1-26. (AVAILABLE DIGITALLY THROUGH UCB LIBRARY)
- Liverman, D. [Reading climate change and climate governance as political ecologies](#). In: *The Routledge Handbook of Political Ecology*. p 303-319.
- Eriksen. S.H., Nightingale, A.J., and Eakin, H. (2015). Reframing adaptation: the political nature of climate change adaptation. *Global Environmental Change* 35: 523-533.
- Sedgwick, E. Paranoid reading and reparative reading, or, you're so paranoid, you probably think this essay is about you. In: *Touching Feeling*. Pg. 121-151

Optional:

- Taylor, M. (2015). Preface: The critique of climate change adaptation, pp. x-xvii.

Week 2: The Evolution of Climate Change Adaptation

Required:

- Orlove, B. 2022. The Concept of Adaptation. *Annual Review of Environment and Resources* 47: 535-81.
- Bassett, T, & Fogelman, C. 2013. Déjà vu or Something New? The Adaptation Concept in the Climate Change Literature. *Geoforum* 48:42-53.
- Watts, M. 2015. Now and then: The origins of political ecology and the rebirth of adaptation as a form of thought. In: *The Routledge Handbook of Political Ecology*. New York, Routledge.

Optional:

- Berrang-Ford, L., Siders, A.R...Jagannathan, K...(2021). A systematic global stocktake of evidence on human adaptation to climate change. *Nature Climate Change*. 11: 989-1000.
- Woroniecki et al. (2019). The framing of power in climate change adaptation research. *WIREs Climate Change*, 10(6), e617.
- Nightingale, A.J. (2017). Power and politics in climate change adaptation efforts: Struggles over authority and recognition in the context of political instability. *Geoforum* 84: 11-20

Week 3: Vulnerability

Required:

- Eriksen, S., Schipper, L...Mills-Novoa, M...(2021). Adaptation interventions and their effect on vulnerability in developing countries: Help, hindrance or irrelevance?. *World Development*, 141: 105383.
- Adger, W.N. (2006). Vulnerability. *Global Environmental Change* 16 (3): 268-281.
- Ribot, J. (2011). Vulnerability before adaptation: toward transformative climate action. *Glob. Environ. Change*. 21, 1160–1162.
- Thomas, K.A. et al. (2019). Explaining differential vulnerability to climate change: A social science review. *WIREs Climate Change*, 10(2), e565.
- Tuck, E. (2009). Suspending Damage: A Letter to Communities. *Harvard Educational Review*, 79(3), 409–428. <https://doi.org/10.17763/haer.79.3.n0016675661t3n15>

Optional:

- O'Brien et al. (2007) Why different interpretations of vulnerability matter in climate change discourses. *Climate Policy* 7 (1): 73-88.
- Eriksen, S. H. (2022). Is my vulnerability so different from yours? A call for compassionate climate change research. *Progress in Human Geography*, 03091325221083221.
- Táíwò, Olúfẹmi O. (2022) Reconsidering Reparitions. Select Chapter
 - Appendix B (p215-223)
- Barnett, J., Lambert, S., Fry, I., 2008. The Hazards of Indicators: Insights from the Environmental Vulnerability Index. *Annals of the Association of American Geographers* 98, 102–119. <https://doi.org/10.1080/00045600701734315>

Week 4: Adaptive Capacity & Resilience

Required:

- Siders, A.R.. (2019). Adaptive capacity to climate change: A synthesis of concepts, methods, and findings in a fragmented field. *WIREs Climate Change*. 10. e573. 10.1002/wcc.573.
- Garcia, A. et al. (2022) Power in resilience and resilience's power in climate change scholarship. *Wiley Interdisciplinary Review: Climate Change* 13(3). <https://doi.org/10.1002/wcc.762>
- Mikulewicz, M. (2019) Thwarting adaptation's potential? A critique of resilience and climate-resilient development. *Geoforum* 103

Optional:

- Carr, E. (2019) Properties and projects: Reconciling resilience and transformation for adaptation and development. *World Development* 122, 70-84
- Erwin, A. et al. (2021) Intersectionality shapes adaptation to social-ecological change. *World Development* 138, 105282.
- Chander, D. 2019. Resilience and the end(s) of the politics of adaptation. *Resilience: International Policies, Practices and Discourses* 7(3), 304-313.
<https://doi.org/10.1080/21693293.2019.1605660>

Week 5: NO CLASS

Week 6: Climate Coloniality & Adaptation

Required:

- Sultana, F. (2022). The unbearable heaviness of climate coloniality. *Political Geography*, 102638.
- Whyte, Kyle Powys (2016) [Is It Colonial Déjà Vu? Indigenous Peoples and Climate Injustice](#). *Humanities for the Environment: Integrating Knowledge, Forging New Constellations of Practice*, 88-104
- Táíwò, Olúfẹmi O. (2022) *Reconsidering Reparitions*. Select Chapters
 - Introduction
 - What's Next: Why Reparations Require Climate Justice

Optional:

- Whyte, Kyle. 2019. Too late for indigenous climate justice: Ecological and relational tipping points. *WIREs Climate Change*. <https://doi.org/10.1002/wcc.603>
- Táíwò, Olúfẹmi O. (2022) *Reconsidering Reparitions*. Select Chapters
 - Remaining chapters

Week 7: Adaptation Finance

Required:

- Khan, M., Robinson, S. A., Weikmans, R., Ciplet, D., & Roberts, J. T. (2020). Twenty-five years of adaptation finance through a climate justice lens. *Climatic Change*, 161(2), 251-269.
- Weiler (2018) Vulnerability, Good Governance, or Donor Interests? The allocation of aid for climate change adaptation? *World Development* 104: 65-77.
- Omukuti et al. (2022) The green climate fund and its shortcoming in local delivery of adaptation finance. *Climate Policy* .
<https://doi.org/10.1080/14693062.2022.2093152>

- Kuhl, L. and J. Shinn. 2022. Transformational adaptation and country ownership: competing priorities in international adaptation finance. *Climate Policy* 22 (9-10): 1290-1305

Optional

- Ciplet, D. et al. (2022) The unequal geographies of climate finance: Climate injustice and dependency in the world system. *Political Geography* 99, 102769.
- Bracking, S., & Leffel, B. (2021). Climate finance governance: Fit for purpose? *WIREs Climate Change*, 12(4), e709.
- Fischer, H. W. (2021). Decentralization and the governance of climate adaptation: Situating community-based planning within broader trajectories of political transformation. *World Development*, 140, 105335.
- Ojha, H. R., Ghimire, S., Pain, A., Nightingale, A., Khatri, D. B., & Dhungana, H. (2016). Policy without politics: Technocratic control of climate change adaptation policy making in Nepal. *Climate Policy*, 16(4), 415–433.
<https://doi.org/10.1080/14693062.2014.1003775>
- Dellmuth, L. M., & Gustafsson, M. T. (2021). Global adaptation governance: how intergovernmental organizations mainstream climate change adaptation. *Climate Policy*, 21(7), 868-883.
- Browne, K.E. and C. Razafiarimanana. (2022) Adaptation finance failing to reach the most vulnerable: A multi-level model of household political power in Madagascar. *PLOS Climate* 1(12), e00000050. <https://doi.org/10.1371/journal.pclm.0000050>
- <https://www.cambridge.org/core/elements/abs/normative-foundations-of-international-climate-adaptation-finance/7BD86C68DEE5F83E5765FCFE7469B593>

Week 8: Development & Adaptation

Required:

- Webber, S. (2016). Climate Change Adaptation as a Growing Development Priority: Towards Critical Adaptation Scholarship. *Geography Compass* 10(10): 401-413.
- Ayers, J. and D. Dodman. (2010). Climate change adaptation and development I: the state of the debate. *Progress in Development Studies* 10(2), pg. 161-168
- Paprocki, K. 2021. Threatening Dystopias: The Global Politics of Climate Change Adaptation in Bangladesh. SELECT CHAPTERS
 - Introduction
 - Chapter 2: Threatening Dystopias: Development and Adaptation Regimes
 - Chapter 6: “We Have Come This Far—We Cannot Retreat”: Adaptation, Resistance, and Competing Visions of Transformed Futures
 - Conclusion

Optional

- Ireland, P. and McKinnon, K. 2013. Strategic localism for an uncertain world: A postdevelopment approach to climate change adaptation. *Geoforum* 47: 158-166.

Week 9: Adaptation & Race

Required:

- Engineering Vulnerability: In Pursuit of Climate Adaptation. 2021. Sarah E. Vaughn

Week 10: NO CLASS

Week 11: Adaptation & Gender

Required:

- Roy et al. (2022) Synergies and trade-offs between climate change adaptation and options and gender equality: a review of the global literature. *Humanities and Social Science Communications* 9.
- Bee, B. A., Rice, J., & Trauger, A. (2015). A Feminist Approach to Climate Change Governance: Everyday and Intimate Politics. *Geography Compass*, 9(6), 339–350. <https://doi.org/10.1111/gec3.12218>
- Hall, K.Q. (2014) No Failure: Climate Change, Radical Hope, and Queer Crip Feminist Eco-Futures. *Radical Philosophy Review* 17(1), 203-225.
- Carr, E.R. and M.C. Thompson. Gender and Climate Change Adaptation in Agrarian Settings: Current Thinking, New Directions, and Research Frontiers. *Geography Compass* 8(3): 182-197

Optional

- Arora-Jonsson, S. (2011) Virtue and vulnerability: Discourses on women, gender and climate change. *Global Environmental Change*, 21(2), 744–751. <https://doi.org/10.1016/j.gloenvcha.2011.01.005>
- Van Aelst, K., and N. Holvoet. (2016) Intersections of Gender and Martial Status in Accessing Climate Change Adaptation: Evidence from Rural Tanzania. *World Development* 79, 40-50.
- Tschakert, P. and M. Machado (2012) Gender Justice and Rights in Climate Change Adaptation: Opportunities and Pitfalls. *Ethics and Social Welfare* 7.
- Resurrección, B.P., Bee, B.A., Dankelman, I., Park, C.M.Y, Halder, M., & McMullen, C.P. (2019). “Gender-transformative climate change adaptation: advancing social equity” Background paper to the 2019 report of the Global Commission on Adaptation. Rotterdam and Washington, DC. Available online at www.gca.org.

Week 12: Adaptation Knowledges

Required:

- Goldman, M.J., Turner, M.D., Daly, M., 2018. A critical political ecology of human dimensions of climate change: Epistemology, ontology, and ethics. Wiley Interdisciplinary Reviews: Climate Change 9, e526. <https://doi.org/10.1002/wcc.526>
- Whyte, K. (2020) Indigenous climate change studies: Indigenizing futures, decolonizing the Anthropocene. *English Language Notes* 55(1), 153-162.
- Mills-Novoa, M. (In Press) What happens after climate change adaptation project end. *Global Environmental Change*.
- Mahony, M. and M. Hulme. 2016. Epistemic geographies of climate change: Science, space and politics. *Progress in Human Geography* 42(3).
<https://doi.org/10.1177/0309132516681485>

Optional:

- Klenk, N., Fiume, A., Meehan, K., Gibbes, C., 2017. Local Knowledge in Climate Adaptation Research: Moving knowledge frameworks from extraction to co-production. *WIREs Climate Change* 8, 475. <https://doi.org/10.1002/wcc.475>
- Ensor, J. E., Wennström, P., Bhattarai, A., Nightingale, A. J., Eriksen, S., & Sillmann, J. (2019). Asking the right questions in adaptation research and practice: Seeing beyond climate impacts in rural Nepal. *Environmental Science & Policy*, 94, 227–236.
<https://doi.org/10.1016/j.envsci.2019.01.013>
- Cameron, E. S. (2012). Securing Indigenous politics: A critique of the vulnerability and adaptation approach to the human dimensions of climate change in the Canadian Arctic. *Global Environmental Change*, 22(1), 103–114.
<https://doi.org/10.1016/j.gloenvcha.2011.11.004>
- Singh, C., Iyer, S., New, M.G., Few, R., Kuchimanchi, B., Segnon, A.C., Morchain, D., 2021. Interrogating ‘effectiveness’ in climate change adaptation: 11 guiding principles for adaptation research and practice. *Clim Dev* 1–15.
<https://doi.org/10.1080/17565529.2021.1964937>

Week 13: Transformative Adaptation & Maladaptation

Required

- Schipper, E.L.F. 2020. Maladaptation: When Adaptation to Climate Change Goes Very Wrong. <https://doi.org/10.1016/j.oneear.2020.09.014>
- Barnett, J. and S. O'Neill. (2010). Maladaptation. *Global Environmental Change* 20, 211-213.

- Deubelli, T. M., & Mechler, R. (2021). Perspectives on transformational change in climate risk management and adaptation. *Environmental Research Letters*, 16(5), 053002.
- Bentz, O'Brien, and Scoville-Simonds. 2022. Beyond “blah blah blah”: Exploring the “how” of transformation. *Sustainability Science* 17, 497-506.
- Hill, R. et al. (2020) Knowledge co-production for Indigenous adaptation pathways: Transform post-colonial articulation complexes to empower local decision-making. *Global Environmental Change* 65, 102161
- Park, S.E. et al. (2012). Informing adaptation responses to climate change through theories of transformation. *Global Environmental Change* 22(1), 115-126.

Optional

- Warner, B.P. and Kuzdas, C. (2017) The role of political economy in framing and producing transformative adaptation. *Current Opinion in Environmental Sustainability* 29: 69-74
- Hochachka, G. (2021) Integrating the four faces of climate change adaptation: Towards transformative change in Guatemalan coffee communities. *World Development* 140, 105361
- Nalau, J. and G. Cobb. (2022) The strengths and weaknesses of future visioning approaches for climate change adaptation: A review. *Global Environmental Change* 74, 102527
- Lonsdale et al. (2015) Transformational adaptation. Only pg. 6-21
- Moser, S.C. and J.A. Ekstrom. (2010). A framework to diagnose barriers to climate change adaptation. *Proceedings of the National Academy of Sciences of the United States of America* 107 (51): 22026-22031.
- Berkhout, F and Dow, K. (2022) Limits to adaptation: Building an integrated research agenda. *Wiley Interdisciplinary Reviews: Climate Change*
- Carr, E.R. 2019. Properties and projects: Reconciling resilience and transformation for adaptation and development. *World Development* 122, 70-84.

Syllabus Acknowledgements

Jaye Mejía-Duwan - collaboration on community guidelines, land acknowledgement, and accessibility statement