

ENVS 131b: The Political Economy of Global Climate Governance

Asynchronous Summer Course, June 4 to August 8, 2025

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Course Description:

This course tackles some of the most pressing questions of our time: How do we steer our societies away from unsustainable fossil fuels and towards green, just, and inclusive futures? How much climate finance is necessary? How can developing countries in the Global South confront climate change while burdened with public debt? What are Public-Private Partnerships, and do they truly offer the win-win solution that policymakers claim? In this course, students will explore the key mechanisms and debates in global climate governance, exploring these questions and their political and socioenvironmental justice dimensions. Drawing on sociological and political economy concepts, we will discuss the roles of market, state, financial institutions, corporations, and civil society actors in climate governance, which is embedded in power dynamics, colonialism, and inequalities. The course is organized around key proposals and illustrative case studies—featuring the green economy, Green New Deal, Just Transition, ecofeminism, and eco-socialism—from the perspective of policymakers, workers, and socioenvironmental movements in the Global North and South. We will examine socioenvironmental challenges in the US, Europe, and Latin America, including case studies on food security, natural resource management, sustainable transport, and energy transition, amongst others. Joining this course does not require prior economic knowledge. Collaborative critical reading, simulation, and research activities will equip students to critically analyze and develop strategies for climate finance, engagement, and leadership. Usually offered every year.

Course Approach:

This is an asynchronous 4-credit online course. Despite being online, the course fosters and requires a high degree of student participation and collaboration. In addition to short overview lectures, the course involves weekly collaborative reading and individual reflection activities. Students will gain practical training in evaluating data and academic work, and giving and receiving feedback. The course culminates in the final applied student project. Based on independent research, the project consists of a public-facing resource, such as a web poster, photo essay, podcast, or video, meant to share a critical engagement with the themes to the Brandeis community. I will be available to guide students during previously scheduled Zoom office hours.

Course Learning Goals:

As part of Brandeis University's Difference and Justice in the World (DJW) courses and offered to Environmental Studies, International Business, and Latin American, Caribbean, and Latinx Studies students, this course is designed to prepare students with these diverse backgrounds and interests to be able to do the following:

Goal 1: Successful students will analyze key debates and actors in global climate governance at a more advanced and in-depth level. Successful students can:

- Engage in critical and logical thinking about climate governance for a just and diverse world.
- Engage in an advanced, in-depth, scholarly exploration of climate governance for more justice and inclusion.

Goal 2: Successful students will integrate approaches to understanding climate governance for a just and diverse world by connecting out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future. Successful students can:

- Identify, describe, and synthesize approaches or experiences concerning climate governance, global politics, and inequalities-
- Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, using prior experiences to respond to new and challenging contexts.

Goal 3: Successful students will explore and analyze a range of perspectives on local, national, and global climate action and apply core sociology and political economy concepts such as inequality and social justice. Successful students are able to:

- Describe and analyze a range of perspectives on climate governance and how it differs across political, cultural, national, global, and historical communities.
- Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence

Goal 4: Successful students will critically analyze, develop, and propose possible interventions toward socioecological transformation. Successful students are able to:

- Develop and present a socioenvironmental project in a real-world context
- Apply course concepts to inspire innovative thinking, problem analysis, and engagement

Goal 6: Successful students will demonstrate improved analytical skills in written work, feedback, and presentations. Successful students are able to:

- Articulate arguments and synthesize diverse sources of information in written, oral, and project assignments.

Week 1 - Introduction and a Climate Governance Toolkit

Weekly Overview (June 4, 2025)

Global Climate Negotiations started with the first Summit 1992 in Rio de Janeiro. What do we mean when we speak of Climate Governance? Who actually governs, who gets to participate, and what are the negotiations mainly about? This week will address these basic questions.

By the end of this week, students will be able to:

- Understand the central United Nations framework for climate action, climate finance, the Paris Agreement, and countries' national contributions.

Read and Review

Familiarize yourself with the key concepts of global climate governance by studying these introductory readings. Use the following guiding questions:

- What are the different actors involved in climate governance?
 - The Paris Agreement on Climate Change involves 194 countries and the EU. What does this mean for negotiations? Where are we at? Who implements the Paris Agreement?
 - Why is trust so important at the Climate Summits?
1. Read [What is Climate Governance?](#)
 2. Read the [Paris Agreement for Young People](#).
 3. Read the Introduction of [Michaelowa, Axel, and Anne-Kathrin Sacherer. 2022. Handbook of International Climate Finance. Edward Elgar Publishing.](#)
 4. Watch [The Pillars of Climate Governance](#).

Collaborate

Introduce yourself through a short video on VoiceThread, addressing the following issues:

- Your major and year at Brandeis
- What do you expect from the course and from studying together asynchronously
- Previous experiences or courses that relate to this course
- A curious fact about yourself
- From which location are you joining the course
- 1-2 questions about the course syllabus

Collaborative Reading Analysis via Perusall

- Write at least three comments per reading
- Write at least three responses to the comments of your peers

Final project

- introduce yourself

Assessments and Assignments

Reflection on Learning Goals

Write a one-page statement addressed to the instructor, reflecting on how the course fits with your own personal and professional goals.

Upcoming Week 2

What is the role of climate finance in climate governance?

Week 2 - Climate Finance in an Unequal World

Weekly Overview (June 9, 2025)

This week unpacks the climate finance concept. Through interactive readings and negotiation simulations, you will learn how and why different countries have very different positions of power, so-called historical responsibilities, and obligations within the climate system, shaping climate finance. You will practice your critical analysis and negotiating skills.

By the end of this week, students will be able to:

- Understand the relationship between global inequalities and climate finance, reflected in climate debates around responsibilities, obligations, harm, and eligibility for climate finance.
- Analyze different positions and interests within the unequal climate governance system

Read and Review

Estimated time to complete all readings this week: 3 hrs

This week's preparation also features introductory readings. Shishlov and Censkowsky give a more textbook explanation of climate finance within the UN system, while the Gordon article looks more critically at the climate finance landscape. The videos will illustrate the political issues at stake. While preparing, consider the following guiding questions:

- What are the legal conditions for climate finance, if there are any?
 - What is the historical basis for obligations and eligibility for climate finance within the UN system?
 - Why is it difficult to establish a definition of climate finance?
1. Read Igor Shishlov and Philipp Censkowsky 2022. Same but different? Understanding divergent definitions of and views on climate finance. Handbook of climate finance.
 2. Read Gordon, Noah J. 2023. "Climate Finance: An Overview." *Environment: Science and Policy for Sustainable Development* 65(4):18–26. doi: [10.1080/00139157.2023.2205347](https://doi.org/10.1080/00139157.2023.2205347).
 3. Watch [Is colonialism to blame for the dire situation we face with climate change? | Inside Story](#)
 4. Watch [Yeah, It's Time for Polluters to Pay Up for Loss and Damage](#)

Collaborate

Collaborative Reading Analysis via Perusall

- Write at least three comments per reading
- Write at least three responses to the comments of your peers

UN Climate Negotiation Simulation (Perusall)

- Review again the previous week's negotiation groups on page 29 of [What is Climate Governance](#), and the [different dynamic alliances](#).
- Review all negotiation group profiles; students will be assigned to one
- Comment on the [Paris Agreement chapter 8 on loss and damages](#) from your perspective.
- Write a minimum of three comments
- Make a minimum of three suggestions for alternative texts/phrasing
- Write a minimum of three responses to comments of other negotiation groups

Assessments and Assignments

Reflection on the Learning Process

Record a short video on voice thread reflecting on what you have learned from the readings and your peers' comments.

Final project /essay

- present and discuss your project idea(s) with me

Coming Week 3

The Global Financial System From Development to Climate Finance

Week 3 - Global Finance from Development Towards Climate

Weekly Overview (June 16, 2025)

Climate finance is relatively new but embedded in existing global development and financial mechanisms. These determine how countries can address socioeconomic development and climate challenges.

By the end of this week, students will be able to:

- Have an understanding of the concept and mechanisms of neoliberalism
- Critically analyze some of the challenges posed by market-based approaches

Read and Review

Estimated time to complete all readings this week: 3 hours

The readings provide different perspectives on the dominant mechanisms of "neoliberal" climate finance. Rishi Basak and Sylvia Karlsson-Vinkhuyzen introduce basic facts on the central Green Climate Fund. The Babb and Kentikelenis article provides vital background on the market-based paradigm that has been driving policy approaches to development and the environment. Against this backdrop, the

third reading on reforms discusses some of the ongoing contradictions of this paradigm. When approaching these texts, use the following guiding questions:

- What is the Washington Consensus, and how does it shape policy decisions today?
 - What are the links and differences between finance for development and for climate action?
 - What does financialization mean? How does it affect climate action?
1. Read Rishi Basak and Sylvia Karlsson-Vinkhuyzen: The Green Climate Fund: history, status and legitimacy. Handbook of International Climate Finance.
 2. Read Babb, Sarah, and Alexander Kentikelenis. 2021. "Markets Everywhere: The Washington Consensus and the Sociology of Global Institutional Change." *Annual Review of Sociology* 47(Volume 47, 2021):521–41. doi: [10.1146/annurev-soc-090220-025543](https://doi.org/10.1146/annurev-soc-090220-025543).
 3. Read [Bertilsson, Jonas, and Håkan Thörn. "Discourses on Transformational Change and Paradigm Shift in the Green Climate Fund: The Divide over Financialization and Country Ownership."](#)
 4. Watch [Sardar Sarovar Explained: The Benefits and The Harms - The Quint](#)

Collaborate

Collaborative Reading Analysis via Perusall

- Write at least three comments per reading
- Write at least three responses to the comments of your peers

Assessments

Final project /essay proposal

In consultation with the instructor, you will select a theme and draft a tentative timeline of activities.

Coming Week 4

The Global Financial System, Debt, and Climate Crisis

Week 4 - Financialization, Debt Crisis, and Ecological Debt

Weekly Overview (June 23, 2025)

Drawing on the previous week's insights on neoliberal climate governance, this week focuses on this model's concrete challenges, namely the debt crisis in developing countries.

By the end of this week, students will be able to:

- Understand the relationship between financialization, debt, and climate policy.
- Critically analyze structural inequalities within the existing (climate)finance system-

Read and Review

Estimated time to complete all readings this week: 3 hrs

These readings provide critical perspectives on the limits of existing climate finance mechanisms that emphasize private sector leadership, especially the debt crisis in developing countries. Use the following guiding questions when preparing:

- What are the World Bank's conditions for lending, and how do they affect lenders' autonomy?
 - How does debt limit climate action in developing countries?
 - What are possible alternative funding options?
1. Read [Gambling with the planet's future? World Bank Development Policy Finance, 'green' conditionality, and the push for a private-led energy transition](#)
 2. Read, [Global Debt Report](#), Introduction and When Climate Change Turns into A Debt Trap.
 3. Read Chapter 7, Taking on the Eternal Debts of the South Miriam Lang, Alberto Acosta and Esperanza Martínez, [The Geopolitics of Green Colonialism, 2024](#).
 4. Read [Spratt, Stephen. 2015. "Financing Green Transformations." Pp. 171–87, Chapter 10, in The politics of green transformations. Routledge.](#)

Collaborate

Collaborative Reading Analysis via Perusall

- Write at least three comments per reading
- Write at least three responses to the comments of your peers

Feedback on proposals

- write at least one comment for each of the other projects
- respond to the feedback that you received

Assessments and Assignments

Presentations on a climate policy challenge (recommendation to relate to final essay/ project)
(Individual) student presentations via voice thread (all watch all videos)

Coming Week 5

Chinese and South-South Finance

Week 5 - Green States and Chinese Finance

Weekly Overview (June 30, 2025)

This week focuses on the role of the state in directing climate action. It empirically compares different approaches, including climate policy in the US, China, and Latin America.

By the end of this week, students will be able to:

- Discuss the concept of the green entrepreneurial state.
- Identify and analyze different forms of state engagement in climate policy.
- Analyze the diverse national and regional conditions and interests that shape state's climate action.

Read and Review

Estimated time to complete all readings this week: 3 hours

The first two readings equip you with theoretical concepts and frameworks for state agency in steering green transitions and different private and public sources of climate finance and what they imply. The other materials discuss the role of China in Latin American transition. Use the following guiding questions when preparing:

- What characterizes a green entrepreneurial state?
 - What are the key ways states can shape green transitions? What are their constraints?
 - Are states neutral in their climate action? What shapes their policies?
 - Is China a green entrepreneurial state? Discuss.
1. Read Lockwood, Matthew. 2015. "The Political Dynamics of Green Transformations: Feedback Effects and Institutional Context." Chapter 6, [The politics of green transformations](#). Routledge.
 2. Read Mazzucato, Mariana. 2015. "The Green Entrepreneurial State." Chapter 9, [The politics of green transformations](#). Routledge London.
 3. Read [Rubio, Tatiana Gélvez, and Juliana González Jáuregui. 2022. "Chinese Overseas Finance in Renewable Energy in Argentina and Brazil: Implications for the Energy Transition." Journal of Current Chinese Affairs 51\(1\):137–64.](#)
 4. Watch [How China became the biggest polluter and source of renewable energy at the same time | DW News](#)

Collaborate

Collaborative Reading Analysis via Perusall

- Write at least three comments per reading
- Write at least three responses to the comments of your peers

Presentation peer feedback

- write at least one comment for each of your peers
- respond to the feedback that you received

Mid-term feedback (student survey)

Assessments and Assignments

Reflection on the Learning Process

Write a one-page statement reflecting on what you have learned from the readings and your peers' comments.

Upcoming

The Economics of Nature

Week 6 - The Economics of Nature

Weekly Overview (July 7, 2025)

This week focuses on efforts to manage nature by including it in global climate governance and financial systems—primarily by pricing ecosystem services or developing carbon offset markets. We will discuss these schemes' theoretical concepts and concrete impacts on communities.

By the end of this week, students will be able to:

- Understand key concepts such as payments for ecosystem services, carbon markets, etc.
- Critically analyze the impacts of these models in developing countries

Read and Review

Estimated time to complete all readings this week: 3 hours

The week's readings provide different perspectives on market-based nature management. The first provides a more technical analysis, while the second and third discuss issues of inequality in connection with the schemes. Use the following guiding questions when reviewing:

- What are the arguments for promoting market-based forest and land management?
- What are the technical challenges and risks of these themes?
- Are markets suitable to determine the value of nature? Discuss.
- What are human rights concerns with these schemes?
- What are important social safeguards?

1. Read Anne-Kathrin Sacherer, Stephan Hoch, Sandra Dalfiume and Ruth Kassaye: Financing forest conservation and restoration through climate policy instruments: lessons from the CDM and REDD+. Handbook of International Climate Finance
2. Navarro, Rebecca. 2022. "Climate Finance and Neo-Colonialism: Exposing Hidden Dynamics." Pp. 179–203 in *The Political Economy of Climate Finance: Lessons from International Development, International Political Economy Series*, edited by C. Cash and L. A. Swatuk. Cham: Springer International Publishing.
3. Gilbertson, Tamra L. 2021. "Financialization of Nature and Climate Change Policy: Implications for Mining-Impacted Afro-Colombian Communities." *Community Development Journal* 56(1):21–38. doi: [10.1093/cdj/bsaa052](https://doi.org/10.1093/cdj/bsaa052).
4. Watch [How do carbon markets work?](#)

Collaborate

Collaborative Reading Analysis via Perusall

- Write at least three comments per reading
- Write at least three responses to the comments of your peers

Assessments and Assignments

Annotated bibliography

for the final project with 5 sources on the selected theme

Upcoming

The Green New Deal

Week 7 - The Green New Deal

Weekly Overview (July 14, 2025)

The Green New Deal—referring to previous New Deal public steering—proposes deep structural public measures that link climate with labor, housing, care, energy, and infrastructure. This week, we survey different proposals for comprehensive action and compare them with actual US and European strategies.

By the end of this week, students will be able to:

- Identify and compare the key proposals of the GND.
- Evaluate and compare the US and EU climate policy with the progressive GND.

Read and Review

Estimated time to complete all readings this week: 3 hours

The first reading is a manifesto for deep societal change and major public investment and regulation. The second reading critically analyzes the EU Green New Deal and its contradictions. Use the following guiding questions when reading the materials:

- How does climate policy link with labor, housing, and infrastructure planning?
 - What are the strategic pillars of the EU approach, and what are its limits, including considering national legislation?
 - What are the international dimensions and impacts of Northern green state politics?
1. Aronoff, Kate, Alyssa Battistoni, Daniel Aldana Cohen, and Thea Riofrancos. *A Planet to Win: Why We Need a Green New Deal*. Verso Books, 2019.
 2. Gengnagel, Vincent, and Katharina Zimmermann. 2024. "The European Green Deal as a Moonshot – Caring for a Climate-Neutral Yet Prospering Continent?" *Historical Social Research/Historische Sozialforschung*.
 3. Watch [The EU climate deal | DW Documentary](#)

Collaborate

Collaborative Reading Analysis via Perusall

- Write at least three comments per reading
- Write at least three responses to the comments of your peers

Feedback annotated bibliography

- write at least one comment for each of the other
- respond to the feedback that you received

Assessments and Assignments

Upcoming

Green Extractivism

Week 8 - Green Extractivism

Weekly Overview (July 21, 2025)

This week focuses on Northern climate action's often neglected international implications, including green colonial dynamics mentioned in week 6 (economics of nature). It considers these issues more theoretically, drawing on the concepts of green extractivism and green colonialism from the perspective of Latin America.

By the end of the week, via our discussions, students will be able to:

- Examine the global relations and ethical implications of the green transition.
- Identify examples of unequal costs of the green transition.
- Critically evaluate sustainable measures and their possible international impacts.

Read and Review

Estimated time to complete all readings this week: 3 hours

The first two readings critically discuss the global climate governance system from a Southern perspective. The third reading illustrates a case of “green colonialism,” namely the extraction of lithium. Use the following guiding questions when preparing the readings:

- What is the decarbonization consensus?
 - What is a sacrifice zone?
 - What is green colonialism? Why is this more than just inequality?
 - What are the mechanisms that cause green exploitation in developing countries?
1. Read Svampa, Maristella, and Breno Bringel. 2023. “The Decarbonisation Consensus.” *Global Dialogue. The Magazine of the International Sociological Association* 13(3):28–31.
 2. Read [Gonzalez, Carmen G. 2021. “The Sacrifice Zones of Carbon Capitalism: Race, Expendability, and Loss and Damage.”](#)
 3. Read Jerez, Bárbara, Ingrid Garcés, and Robinson Torres. “[Lithium Extractivism and Water Injustices in the Salar de Atacama, Chile: The Colonial Shadow of Green Electromobility.](#)” *Political Geography* 87 (May 1, 2021): 102382.
 4. Watch [Lithium – new gold rush in the Andes | DW Documentary](#)

Collaborate

Collaborative Reading Analysis via Perusall

- Write at least three comments per reading
- Write at least three responses to the comments of your peers

Assessments and Assignments
Draft final essay/ project
Upcoming
Just Transition

Week 9 - Just Transition

Weekly Overview (July 28, 2025)
This week discusses two issues: the role of unions and the question of the energy system in the socioecological transition. Just Transition addresses the need for redistributive and social policies, which also implies regulating private power and fossil fuel interests. By the end of this week, students will be able to: - Identify workers' concerns and organized demands in climate politics. - Critically discuss private- and public-led versions of the energy transition.
Read and Review
Estimated time to complete all readings this week: (Typically 1 to 6 hours)
The first two readings highlight labor movements' positions regarding the green transition, particularly from the Americas. The third reading critically discusses neoliberal energy management and outlines the public path alternative. Use the following guiding questions: - What are the main risks and concerns of workers? - What do workers demand from the state? How do these demands affect companies' current power? - What are the benefits of public management of the energy system? - What are the challenges? Discuss. 1. Read Anigstein, Cecilia, Gabriela Wyczykier, and Mariana Ortega Breña. 2019. "Union Actors and Socio-Environmental Problems: The Trade Union Confederation of the Americas." <i>Latin American Perspectives</i> 46(6):109–24. 2. Read Preparatory Workshops for the 4th Congress of the Trade Union Confederation of the Americas (TUCA). Systematization Document. Read the Just Transition Part. 3. Read Sweeney, Sean. "Beyond Recovery: The Global Green New Deal and Public Ownership of Energy." Working Paper. Trade Unions for Energy Democracy. 4. Watch Sean Sweeney Interview City Works
Collaborate
Collaborative Reading Analysis via Perusall - Write at least three comments per reading - Write at least three responses to the comments of your peers

Peer feedback on the draft final assignment

- write at least one comment for each of the other projects
- respond to the feedback that your received

Assessments and Assignments

Reflection on the Learning Process

Record a short video on voice thread reflecting on what you have learned from the readings and your peers' comments.

Upcoming

Rights of Nature, Ecosocialism, and Other Alternatives

Week 10 - Rights of Nature, Ecosocialism, and Beyond

Weekly Overview (August 4, 2025)

The course's final week focuses on alternative nonwestern, indigenous, decolonial, and eco-feminist visions for socio-ecological transition, such as the rights of nature. By the end of this week, students will be able to:

- Identify different cultural and regional positions and perspectives on climate change.
- Analyze the relationship between climate politics and structural inequalities based in colonialism, gender inequality, and neoliberal globalization.

Read and Review

Estimated time to complete all readings this week: 3 hours

The different readings feature different critiques of Northern-dominated visions for the green transition. Use the following guiding questions when reading them:

- Are rights of nature similar to human rights? What is their impact on legislation?
- What is the role of social reproduction in climate action? Why is it important?
- How can these Latin American perspectives inform Northern climate strategies?

1. Berros, María Valeria. 2021. "Challenges for the Implementation of the Rights of Nature: Ecuador and Bolivia as the First Instances of an Expanding Movement." *Latin American Perspectives* 48(3):192–205. doi: [10.1177/0094582X211004898](https://doi.org/10.1177/0094582X211004898).
2. Read Álvarez, Lina, and Brendan Coolsaet. "[Decolonizing Environmental Justice Studies: A Latin American Perspective](#)." *Capitalism Nature Socialism* 31, no. 2 (April 2, 2020): 50–69.
3. Read Gudynas, Eduardo. "[Value, Growth, Development: South American Lessons for a New Ecopolitics](#)." *Capitalism, Nature, Socialism* 30, no. 2 (2019): 234–43.
4. Watch Documentary, [Solidarity Planet = Planeta Solidário, 8, Rede de produção solidária](#)

Collaborate

Collaborative Reading Analysis via Perusall

- Write at least three comments per reading
- Write at least three responses to the comments of your peers

Assessments and Assignments
Revised final essay/ project

Evaluation and Grading

<u>Class Element</u>	<u>Grade Percentage</u>
Reading comments/participation	30%
Reflections	15%
Presentation	10%
Essay/project preparation - project proposal - annotated bibliography	15%
Final Essay/ Project	30%

Percentages correspond to Course Points (CP): 100% = 100 CP. The assignments will be graded using the grading rubrics. All work receives credit for good faith effort.

Grading Scale

- 94-100: A
- 90-93: A–
- 87-89: B+
- 83-86: B
- 80-82: B–
- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

Late Assignments

All assignments are due by the deadline noted in the syllabus. If you believe you will have a problem submitting an assignment on time, please inform your instructor as soon as possible. For assignments submitted after the deadline, a full letter grade (10 points) will be automatically deducted for each day late.



Instructor Feedback and Response Time

I check my inbox regularly during work hours on weekdays. I will try to reply to messages within 48 hours (about 2 business days) on days when class is in session at the university. This excludes weekends, semester breaks, and holidays. If an emergency arises, please feel free to email me, and I will respond as soon as possible. As for feedback, you can expect regular comments on your social annotations, comments, reflections, and videos. Assignments will be graded within fourteen days of the due date.

Important Policies and Resources

Academic Integrity

Every member of the University community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. Infringement of academic integrity by a student subjects that student to serious penalties, including failure on the assignment, failure in the course, suspension from the University or other sanctions. Please consult [Brandeis University Rights and Responsibilities](#) for all policies and procedures related to academic integrity. Students may be required to submit work via TurnItIn.com or similar software to verify originality. A student who is in doubt regarding standards of academic integrity as they apply to a specific course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. Allegations of academic dishonesty will be forwarded to the Department of Student Rights and Community Standards. Citation and research assistance are available at [Brandeis Library Guides - Citing Sources](#).

Policy Regarding Use of Generative AI Tools

Writing, analytical, and critical thinking skills are part of the learning outcomes of this course. All writing assignments should be prepared completely and fully by the student. You may not submit any work generated by an AI program as your own. You may use AI programs, e.g., ChatGPT, exclusively to brainstorm; however, note that the material generated by these programs is often inaccurate, incomplete, or otherwise problematic, which will restrain your independent thinking and creativity. Including material generated by an AI program for brainstorming should be cited like any other reference material. Any plagiarism, including using AI tools or other forms of cheating, will be dealt with under relevant policies.

Course Materials

All course materials are electronic and links included on the LATTE course page. Any changes to readings or assignments, or logistical rearrangements, will be communicated through Latte announcements. You are responsible for keeping track of the course Latte page.

Accommodations

Brandeis seeks to create a welcoming and inclusive learning environment for all students, and I want to support you in your learning. If you think you may require disability accommodations, you will need to work with Student Accessibility Support (SAS) (781-736-3470, access@brandeis.edu). You can find helpful student FAQs and other resources on the [SAS website](#), including guidance on how to know whether you might be eligible for support from SAS. If you already have an accommodation letter from SAS, please provide me with a copy as soon as possible so that I can ensure the effective implementation of



accommodations for this class. Ideally, you should provide the accommodation letter at least 48 hours before an exam to coordinate exam accommodation.

Privacy

To protect your privacy in any case where this course involves online student work outside of Brandeis password-protected spaces, you may choose to use a pseudonym/alias. You must share the pseudonym/alias with me and any teaching assistants as needed. Alternatively, with prior consultation, you may submit such work directly to me.

Student Support

Brandeis University is committed to supporting all our students so they can thrive. If a student, faculty, or staff member wants to learn more about support resources, the [Support at Brandeis](#) webpage offers a comprehensive list that includes these staff colleagues you can consult, along with other support resources:

- The [Care Team](#)
- [Academic Services](#) (undergraduate)
- [Graduate Student Affairs](#)
- Directors of Graduate Studies in each department, School of Arts & Sciences
- Program Administrators for the Heller School and International Business School
- [University Ombuds](#)
- [Office of Equal Opportunity](#).