

**POL2780 – Global Environmental Politics:
Climate “solutions”? Trade-offs and entanglements in global environmental politics
Wednesdays 9-11am, Prof. Kate Neville**

Administrative Details

Office hours and location: tbd
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Objectives and Overview

The climate crisis is underway, as are multiple aligned and often interconnected environmental challenges. Can anything be done? What would a solution (or *solutions*) look like? What can the global environmental politics literature tell us? Answering these questions is our task for the semester.

In this class, we ask what constitutes a climate—and an environmental—solution, and what options there are for charting pathways to alternate futures. We consider different ways of defining and framing climate challenges, what obstructs meaningful action on climate change, where political and social responses to climate change are making change, and when efforts to address climate change might create other harms and injustices.

This course is in many ways a response to the despair that often pervades discussions of climate and environmental damage: understanding the power dynamics that structure and shape environmental outcomes and relationships might reveal pathways for change.

This is how we will organize our semester: we begin with assessing how to characterize the climate challenge, since how we define problems shapes the kinds of responses and solutions we might develop (“Part I: The challenge?”). We then turn to a range of proposed solutions—in the areas of policy and governance, finance and markets, and technology and innovation—considering how these different levels and areas of response relate to problem definitions (“Part II: Solutions?”). We analyze these responses, considering how and why they have been proposed, their outcomes, and critiques of these approaches. In the final substantive section, we examine contestation and conflict over climate and environmental action, considering diverging visions of change and the dynamics of resistance and backlash.

This workshop aims to enhance your understanding of global environmental politics through the careful reading and collective discussion of texts. You will develop your analytical skills, enhance the quality of your writing, and strengthen your oral communication skills through discussions and presentations. By asking what constitutes climate and environmental solutions, we must look closely at power arrangements, conflicting worldviews, and contestation over values and visions of the future. Through this, we will better understand makes global environmental politics so challenging and where the levers for change might be.

Course Requirements and Grading

Four requirements make up your grade for this course:

- Attendance and Participation: 20%
 - Weekly requirement
- Reading Response Essays 3 x 10% each: 30%
 - Due by noon on Monday before each Wednesday morning class
- Critiques of Response Essays 5 x 3% each: 15%
 - Due by noon on Tuesday before each Wednesday morning class
- Final Project/Paper: 35%
 - Due April 8

Course schedule overview

Week/Date	Topic
PART I: THE CHALLENGE?	
Week 1 – Jan 7	Introduction: Boundaries and entanglements
Week 2 – Jan 14	Apocalyptic futures: Hope, despair, and other climate stories
Week 3 – Jan 21	Is climate change everything? Problem definitions
PART II: SOLUTIONS?	
Week 4 – Jan 28	Policy solutions - international?
Week 5 – Feb 4	Market and financial solutions?
Week 6 – Feb 11	Policy solutions – national?
READING WEEK – no class	
Week 7 – Feb 25	Technological solutions?
INTERLUDE: SCHOLARLY SKILLS	
Week 8 – Mar 4	Peer review: demystifying scholarly critique and revision
PART III: CONTESTATION	
Week 9 – Mar 11	Polarization and the politics of backlash
Week 10 – Mar 18	Contestation and conflict in environmental defense
PART IV: PROJECT DEVELOPMENT THROUGH WORKSHOPS	
Week 11 – Mar 25	Project workshop
Week 12 – Apr 1	Project workshop

Details about course assignments and tasks

Attendance and Participation: This course is entirely discussion-based: through our interactions, we will be considering the readings and your critical analyses of them. We will all get out of it what we put in—individually and collectively. The response papers and critiques are tools to spur deeper discussion of the readings. Attendance is mandatory and everyone needs to come to class ready for an active discussion.

In general, we will meet as a full workshop group (up to eight students, depending on final enrollment). However, if we find that it would be helpful to meet in smaller groups (e.g., two

groups of four), we may break up our class into sub-sections. We will discuss this in our first week together.

Reading Response Essays: Over the term, you will each prepare three essays (1,500-2,000 words each) that will serve as key points of departure for the discussions. The essays must be emailed to me and the other students in the class by 12pm on Monday at the latest as your classmates will be responding to these (constructively!). During the discussion session you will provide a short overview of your main argument to get us started. In some workshop classes in the Department, students are asked to read their response papers out loud. You are not required to do this, but you may read notes.

These response essays should be synthetic (synthesizing ideas, arguments, and evidence), where *you develop an argument* about the week's readings in relation to the theme of the week. We will discuss the criteria for these conclusions in class, but regardless of the overarching argument you make, your response essays should critically analyze and evaluate each of the readings' main arguments and approaches, putting them into conversation with each other. You should cover most of the required readings for each week (ideally you'll engage with all the required readings of that week, but there may be reasons to choose only a subset of the assigned papers—e.g., one of the papers might not speak to the core themes you are focusing on, and you might prioritize developing a coherent argument about the work).

Each reading response essay will be graded out of 10, and I will base my evaluation on the clarity, insightfulness, and originality of your responses to the week's readings, and the coherence of your overarching argument. I expect that your responses will be well edited and free of typos, spelling errors, and grammatically incorrect sentences.

Some general questions to help you think about developing your reading response essays:

- What problem, question, or issue do the readings address?
- How do the authors differ with respect to their general approaches and arguments?
- How do they defend their arguments? What methods do they employ?
- What are the relative strengths and weaknesses of their positions?
- What do the readings say to each other? What do the readings say collectively?

Critiques of Response Essays: You will prepare five (constructive!) critiques of your peers' response essays (~500 words, 800 words max) and these should form the basis for at least a portion of your contribution to the week's discussion. In general, there will be one or two respondents for each of the reading response essays. Each of these critiques will be graded out of 3; the cumulative grade will comprise 15% of the total course grade. Critiques must be emailed to me by 12pm on Tuesday (the day before our 9am class session). Your critique should assess the argument made by your peer, and whether their conclusions are justified by the readings.

Notes on reading responses and critiques: There is much required writing in this class. In general, for most weeks of term, you'll either write a reading response paper or a critical response to your peers' reading responses. We have eight of these substantive sessions over the semester: in three of these, you'll write a reading response; in five of these, you'll write a critical response for your peer.

Final Project: You will prepare a project that engages with the themes and readings covered in the course. This project can take multiple forms, such as (but not limited to): a book review essay (comparing multiple books), a detailed research proposal, a traditional research paper, an extended literature review. The purpose is to bring to bear the knowledge you are gaining in the course into a deeper exploration of the topic. You must discuss your project choice with me and have it approved by week 4 of the course. Creative options will be considered: please come talk to me if you have ideas. Ideally, this project will support some element of the development of knowledge and/or skills for your thesis or dissertation.

We will workshop your projects during class near the end of term—that is, you will present your project and the class will discuss it. The deadline for the final submission for your project is Wednesday, April 8.

Course Policies

In this course, you can expect that I will strive to be fair, respectful, prepared, responsive, and kind. In return, I anticipate you will be respectful of your classmates and of me, be prepared and on time for classes, engage in your work with academic integrity, and treat others and their ideas with care.

Academic Integrity: Academic integrity is essential to our work as scholars. The seriousness of academic integrity really cannot be stressed enough.

This is partly about citing your sources and avoiding plagiarism. The obvious parts—avoid academic dishonesty: don't copy material from another source without acknowledging that source; don't present an argument as your own if it was developed by someone else; don't copy text from other papers you've written without citing that other work; don't buy an essay and claim it as your own. For the University's Code of Behaviour on Academic Matters (updated July 2025), see <https://tinyurl.com/y7xdjnam>.

But just as importantly, please engage in your work with a commitment to academic integrity, including by creating records of your ideas and analyses that are rigorous, detailed, and specific. When you use ideas, evidence, or direct words from another scholar, you must cite that scholar. This is not only about giving credit where it is due, it is also about helping readers of our work find out how our ideas were developed, how we interpret the literature we are in conversation with, and where we found evidence to support our claims. Citations are not neutral—they reveal the assumptions and approaches we have in our work, and are central to how we develop ideas, assessments, and bodies of knowledge.

A note on language learning models, generative artificial intelligence, and other emerging technologies: Please note that I expect all work you submit for this course will be developed and written entirely by you. As graduate students working to hone your critical thinking, creative analysis, and writing skills, and to develop new knowledge and ideas—especially in a field where the expression of ideas is central to their development, clarity, and significance—I expect you will draft all your own text. While there are advanced large language models and AI-based research tools that can generate outlines, text, citation lists, reading summaries, and other materials, these tools are not permitted in this course. I expect you will identify research topics, generate research questions, create essay outlines, draft essays and critical responses and other text, and revise your writing without using AI tools.

Along with the importance of all these writing and critical thinking skills for your development as a scholar, there are also wide-ranging and challenging questions about intellectual property, implicit biases, skewed data and misinformation, corporate ownership and control, and environmental consequences.

Office hours and emails: I am happy to meet in person or virtually about the course. I am also available by email—but in general, please reserve email communication for scheduling appointments and simple matters, using office hours for substantive issues.

Accessibility, assistance, and accommodations: The University has many resources to help students who need assistance, including: Accessibility Services, Students for Barrier-free Access, the Hart House Accessibility Fund, financial assistance, library resources, academic resources, health and counseling services, and peer mentoring systems. The University also is committed to providing allowances for religious observances. If you anticipate needing help with your coursework for academic and/or personal reasons, or you encounter unexpected challenges or crises during the term, please seek the support you need. This may include challenges with physical and mental health, securing food or housing, dealing with loss and grief, parenting or other care-giving, and more. If you do not know the options, do not hesitate to ask (I will try to connect you to those who might know what the options are—please also reach out to the Graduate Office for support). If you find yourself in a difficult situation, even if you have not yet gone through all the official channels, it is best to let me know right away that you are seeking assistance and may need accommodations (you do not need to disclose the details of your situation to me).

I know that these services are often overtaxed. I also recognize it can be difficult to secure support, especially when you are facing acute or chronic crisis conditions. If there are ways we can amend course requirements to help you learn and succeed in this course, I am open to discussions (without requiring specific details of your situation)—please try to contact me in advance to let me know you require or would benefit from accommodations, and we can see what might be possible. In the meanwhile, a few helpful resources:

- Accessibility services: <http://www.accessibility.utoronto.ca/>
- Health & wellness: <http://healthandwellness.utoronto.ca/>
- Religious accommodations: <http://uoft.me/religiousaccommodation>
- Positive space (LGBTQ+ resources): <http://positivespace.utoronto.ca>

Extensions, Late Penalties, and Missed Assignments: The functioning of this workshop course is highly dependent on assigned work being completed before our sessions. Your work affects your classmates, and vice-versa – these are integrated assignments that rely on each of you meeting these deadlines so we can have robust discussions in class.

However, I recognize that illnesses and other challenging circumstances can arise. If you run into snags with meeting deadlines, please contact me as early as you can. This is especially important where your assignment affects others (e.g., reading responses), so that we can make alternate arrangements for you and for your peers. If you must miss class, please give me as much advance notice as you can.

Detailed course schedule and readings

**Notes—Readings and the order of topics across weeks are subject to change, with advance notice and explanation). RR designates recommended/optional readings (not required)*

PART I: THE CHALLENGE? Characterizing climate change

WEEK1: Jan 7 – Introduction: Boundaries and entanglements

What does climate change mean for us as scholars of IR? Has this changed over time?

- Engelhard, Alice, Andy Li, and Enrike van Wingerden. 2021. Entanglements and detachments in global politics. *Millennium: Journal of International Studies*, 49(3): 431–434, <https://doi.org/10.1177/03058298211040164>
- Hoffman, Matthew. 2024. The climate challenge for international studies. *International Studies Review*, <https://doi.org/10.1093/isr/viae036.01>
- Bernauer, Thomas. 2013. Climate change politics. *Annual Review of Political Science*, 16: 421–448.

WEEK 2: Jan 14 – Apocalyptic futures: Hope, despair, and other climate stories

How do we frame climate change and what are the consequences for history, action, and change? What are the consequences of the framing of climate change as an emergency and heading towards apocalypse?

- McHugh, Lucy Holmes, Maria Carmen Lemos, and Tiffany Hope Morrison. 2021. Risk? Crisis? Emergency? Implications of the new climate emergency framing for governance and policy. *WIREs Climate Change*, 12: e736, <https://doi.org/10.1002/wcc.736>
- Solnit, Rebecca. 2023. “Difficult is not the same as impossible.” Chapter 1 in: *Not Too Late: Changing the Climate Story from Despair to Possibility*, Rebecca Solnit and Thelma Young Lutunatabua (eds.), Haymarket Books.
- Whyte, Kyle. 2020. "Against crisis epistemology." Chapter 4, pp. 52-64, in: *Routledge Handbook of Critical Indigenous Studies*, Routledge.
- Davidson, Joe PL, and Filipe Carreira Da Silva. 2022. Fear of a Black Planet: Climate Apocalypse, Anthropocene Futures and Black Social Thought. *European Journal of Social Theory*, 25(4): 521-538.
- RR – Wapner, Paul. 2021. Planetary disasters: Wildness and the perennial struggle for control. *Global Environmental Politics*, 21(1): 3–12.
- RR – Fiala, Andrew. 2010. Nero's fiddle: On hope, despair, and the ecological crisis. *Ethics & the Environment*, 15(1): 51-68.
- RR – Cassegard, Carl. 2024. Activism without hope? Four varieties of postapocalyptic environmentalism. *Environmental Politics*, 33(3): 444-464.
- RR – Jacques, Peter J., and Riley E. Dunlap. 2025. Foundations of climate change denial: Anti-environmentalism and anti-science. *PLoS One*, 20(11): e0334544, <https://doi.org/10.1371/>

WEEK 3: Jan 21 – Is climate change everything? Problem definitions—diversification or dispersion?

How do we understand the nature of the climate challenge? Is it the core problem or a symptom of a different root problem? What is/isn't able to be addressed by broadening the scope of climate change? Does an expansive understanding of climate change diversify our possible responses or disperse attention in ways that limits responses? Does an interlocking systems approach help us understand the entrenched nature of the challenge?

- Sultana, Farhana. 2025. Repairing epistemic injustice and loss in the era of climate coloniality. *Geo: Geography and Environment*, 12: eGEO270029.
- Méndez, Michael. 2020. Preface and Chapter 1 in: *Climate Change from the Streets: How Conflict and Collaboration Strengthen the Environmental Justice Movement*. Yale University Press.
- Dolšák, Nives, and Aseem Prakash. 2022. Three faces of climate justice. *Annual Review of Political Science*, 25: 283–301, <https://doi.org/10.1146/annurev-polisci-051120-125514>
- Hulme, Mike. 2023. “Civil war, racist tweets and flood devastation” and “From climate to climatism: How an ideology is made.” Introduction and Chapter 1 in: *Climate Change Isn't Everything: Liberating Climate Politics From Alarmism*, Polity Press.
- Seto, Karen C., Steven J. Davis, Ronald B. Mitchell, Eleanor C. Stokes, Gregory Unruh, and Diana Ürge-Vorsatz. "Carbon lock-in: Types, causes, and policy implications." *Annual Review of Environment and Resources* 41, no. 1 (2016): 425-452.
- RR – Liboiron, Max. 2021. *Pollution is Colonialism*. Duke University Press.
- RR – Mahoney, Martin, and Georgina Endfield. 2018. Climate and colonialism. *WIREs Climate Change*. <https://doi.org/10.1002/wcc.510>
- RR – Moore, Jason W. 2016. Introduction. In: *Anthropocene or Capitalocene? Nature, History, and the Crisis of Capitalism*, Jason Moore (ed), PM Press.
- RR – Newell, Peter. 2011. The elephant in the room: Capitalism and global environmental change. *Global Environmental Change*, 21(1): 4-6.
- RR – Arora-Jonsson, Seema. 2011. Virtue and vulnerability: Discourses on women, gender and climate change. *Global Environmental Change*, 21(2): 744-751.

PART II: SOLUTIONS? How can we address climate change – and why might efforts not be working?

WEEK 4: Jan 28 – Policy solutions—international?

Can climate change be solved at the global level, through great power politics, inclusive or exclusive multilateral environmental agreements and arrangements, and/or incremental strategies of change?

- Bernstein, Steven. 2020. The absence of great power responsibility in global environmental politics. *European Journal of International Relations*, 26(1): 8-32.

- Okereke, Chukwumerije, and Philip Coventry. 2016. Climate justice and the international regime: before, during, and after Paris. *Wiley Interdisciplinary Reviews: Climate Change*, 7(6): 834-851.
- Allan, Jen Iris. 2019. Dangerous incrementalism of the Paris Agreement. *Global Environmental Politics*, 19(1), 4-11.
- Aklin, Michaël, and Matto Mildenberger. 2020. Prisoners of the wrong dilemma: Why distributive conflict, not collective action, characterizes the politics of climate change. *Global Environmental Politics*, 20(4): 4-27.
- Falkner, Robert, Naghmeh Nasiritousi & Gunilla Reischl. 2022. Climate clubs: politically feasible and desirable? *Climate Policy*, 22(4): 480-487, DOI: 10.1080/14693062.2021.1967717
- RR – Dietzel, Alix. 2025. Negotiating just transition at the UNFCCC. *Global Environmental Politics*, 25(4): 71–100.
- RR – Dimitrov, R.S., 2020. Empty institutions in global environmental politics. *International Studies Review*, 22(3): 626–650,
- RR – Koppenborg, Florentine. 2025. Phase-out clubs: an effective tool for global climate governance? *Environmental Politics*, DOI: 10.1080/09644016.2025.2483070
- RR – Depledge, Joanna. 2006. The opposite of learning: Ossification in the climate change regime. *Global Environmental Politics*, 6(1), 1–22.
- RR – Keohane, Robert O., and David G. Victor. 2016. Cooperation and discord in global climate policy. *Nature Climate Change*, 6(6): 570-575.

WEEK 5: Feb 4 – Market and financial solutions?

Why haven't we solved climate change internationally—are markets a reason for failure or possible sites for solutions? How can the politics of obstruction be shifted to enabling arrangements? In this week we consider doubt, denial, and delay, as well as possibilities for change.

- Kinol, Alaina, Yutong Si, John Kinol, and Jennie C. Stephens. 2025. Networks of climate obstruction: Discourses of denial and delay in US fossil energy, plastic, and agrichemical industries. *PLOS Climate*, 4(1): e0000370, <https://doi.org/10.1371/journal.pclm.0000370>
- Colgan, Jeff D., Jessica F. Green, and Thomas N. Hale. 2021. Asset revaluation and the existential politics of climate change. *International Organization*, 75: 586–610.
- Green, Jessica F. 2025. Introduction in: *Existential Politics: Why Global Climate Institutions Are Failing and How to Fix Them*, Princen University Press.
- Romm, Joseph, Stephen Lezak, and Amna Alshamsi, 2025. Are carbon offsets fixable? *Annual Review of Environment and Resources*, 50: 649-680.
- Robert, J. Timmons, Carlos S. Milani, Jennifer Jacquet, and Christian Downie. 2025. Introduction: Understanding obstruction of climate action. Chapter 1 in: *Climate Obstruction: A Global Assessment*, J. Timmons Roberts, Carlos S. Milani, Jennifer Jacquet, and Christian Downie (eds), Oxford University Press.
- RR – Newell, Peter, and Matthew Paterson. 1998. A climate for business: global warming, the state and capital. *Review of International Political Economy*, 5(4): 679-703.

- RR – Bernstein, Steven. 2000. Ideas, social structure and the compromise of liberal environmentalism. *European Journal of International Relations*, 6(4): 464-512.
- RR – Gruin, Julian, and Pascale Massot. 2021. Conceptualizing contemporary markets: Introduction to the special issue. *Competition & Change*, 25(5): 507–516

WEEK 6: Feb 11 – Policy solutions – national?

Why do some nations lead and others lag on climate action? Is this the result of political economic structures and conditions? Can institutions and policies at the domestic level be leveraged for change? What is the role for supply-side politics or green industrial policy? Do these hinge on commitments to neoliberal environmentalism and green growth?

- Meckling, Jonas, Phillip Y. Lipsky, Jared J. Finnegan, and Florence Metz. 2022. Why nations lead or lag in energy transitions. *Science*, 378(6615): 31-33.
- Janzwood, Amy, and Kathryn Harrison. 2023. The political economy of fossil fuel production in the Post-Paris Era: Critically evaluating Nationally Determined Contributions. *Energy Research & Social Science*, 102: 103095.
- Dubash, Navroz K. 2021. Varieties of climate governance: the emergence and functioning of climate institutions. *Environmental Politics*, 30: 1-25, DOI:10.1080/09644016.2021.1979775
- Newell, Peter, and Angela Carter. 2024. Understanding supply-side climate policies: Towards an interdisciplinary framework. *International Environmental Agreements*, 24: 7–26.
- Allan, Bentley, Joanna I. Lewis, and Thomas Oatley. 2021. Green industrial policy and the global transformation of climate politics. *Global Environmental Politics*, 21(4), https://doi.org/10.1162/glep_a_00640
- RR – Breznitz, Dan, and Jane Gingrich. 2025. Industrial policy revisited. *Annual Review of Political Science*, 28: 17.1–17.22.
- RR – Allan, Bentley B., and Jonas Nahm. 2025. Strategies of green industrial policy: How states position firms in global supply chains. *American Political Science Review*, 119(1): 420–434.

READING WEEK – no class

WEEK 7: Feb 25 —Technological solutions?

Will technology save us? How do technological and innovation processes address climate change, and where do they go wrong? Do substitution models enable more rapid transitions or do they lock in existing systems that need transformation? What are the spillover and downstream consequences of climate technologies?

- Carton, Wim. 2019. "Fixing" climate change by mortgaging the future: Negative emissions, spatiotemporal fixes, and the political economy of delay. *Antipode: A Radical Journal of Geography*, 51(3): 750-769.

- Low, Sean, and Miranda Boettcher. 2020. Delaying decarbonization: Climate governmentalities and sociotechnical strategies from Copenhagen to Paris. *Earth System Governance*, 5: 100073.
- Devarapalli, Pratap. 2025. Patent or planet? Rethinking IP for just climate tech transition in the Global South. *Global Environmental Politics*, 25(4): 128–150.
- Jinnah, Sikina, and Zachary Dove. 2025. Solar radiation management: a history of the governance and political milestones. *Environmental Science: Atmospheres*, 5: 656–673.
- Buck, Holly. 2016. Rapid scale-up of negative emissions technologies: Social barriers and social implications. *Climatic Change*, 139: 155–167.
- Kramarz, Teresa, Susan Park, and Craig Johnson. 2021. Governing the dark side of renewable energy: A typology of global displacements. *Energy Research & Social Science*, 74: 101902
- RR – Lamb, William F., Giulio Mattioli, Sebastian Levi1, J. Timmons Roberts, Stuart Capstick, Felix Creutzig, Jan C. Minx, Finn Müller-Hansen, Trevor Culhane, and Julia K. Steinberger. 2020. Discourses of climate delay. *Global Sustainability*, 3(e17): 1–5, <https://doi.org/10.1017/sus.2020.13>
- RR – Pflieger, Geraldine, and Kari De Pryck. 2023. Contextualizing discourses of climate delay: A response to Lamb et al. (2020). *Global Sustainability*, 6(e20): 1–2. <https://doi.org/10.1017/sus.2023.18>
- RR – McLaren, Duncan, and Olaf Correy. 2021. The politics and governance of research into solar geoengineering. *WIREs Climate Change*, 12: e707.
- RR – Stephens, Jennie C., Prakash Kashwan, Duncan McLaren, and Kevin Surprise. 2023. The dangers of mainstreaming solar geoengineering: A critique of the National Academies Report. *Environmental Politics*, 32(13): 157–166.
- RR – Dove, Zachary, Arien Hernandez, Shuchi Talati, and Sikina Jinnah. 2024. Global perspectives on solar geoengineering: A novel framework for analyzing research in pursuit of effective, inclusive, and just governance. *Energy Research & Social Science*, 118: 103779.

INTERLUDE: SCHOLARLY SKILLS

WEEK 8: March 4—Peer review processes: Demystifying scholarly critique and revision

Readings this week consist of a peer-reviewed published paper as well as several stages of its review process. We will break down the process of receiving and engaging with peer review comments, and what this means for scholarly work.

- Neville, Kate J., and Erika Weinthal. 2016. Mitigating mistrust? Participation and expertise in hydraulic fracturing governance. *Review of Policy Research*, 33(6): 578–602.
- To be posted: initial submitted paper, reviews, revised paper, response to reviewers

PART III: CONTESTATION: How is climate action reflecting or provoking conflict?

WEEK 9: March 11—Polarization and the politics of backlash

How has climate change been politicized and what does this mean for finding solutions? Is resistance to climate policy and action about climate politics or about other issues?

- Bosetti, Valentina, Italo Colantone, Catherine E. De Vries, and Giorgio Musto. 2025. Green backlash and right-wing populism. *Nature Climate Change*, 15: 822-828, <https://doi.org/10.1038/s41558-025-02384-0>
- Ciplet, David, and Jill Lindsey Harrison. 2020. Transition tensions: mapping conflicts in movements for a just and sustainable transition. *Environmental Politics*, 29(3): 435-456.
- Paterson, Matthew. 1999. Understanding the green backlash. *Environmental Politics*, 8(2): 183-187, DOI: 10.1080/09644019908414473
- Judge, Madeline, Yoshihisa Kashima, Linda Steg, and Thomas Dietz. 2023. Environmental decision-making in times of polarization. *Annual Review of Environment and Resources*, 48:477–503.
- Patterson, James J. 2023. Backlash to climate policy. *Global Environmental Politics*, 23(1): https://doi.org/10.1162/glep_a_00684
- RR – Förell, Nora, and Anke Fischer. 2025. Climate backlash and policy dismantling: How discursive mechanisms legitimised radical shifts in Swedish climate policy. *Environmental Policy and Governance*, 35(4): 615-630.
- RR – Colgan, Jeff, and Federica Genovese. 2025. Global climate politics after the return of President Trump. *International Organization*, 79(Supplement): S88-S102.
- RR – Brown, Benjamin, and Samuel J. Spiegel. 2019. Coal, climate justice, and the cultural politics of energy transition. *Global Environmental Politics*, 19(2): 149-168.

WEEK 10: March 18—Contestation and conflict in environmental defense

This week, we circle back to questions about what kind of challenge climate change is. Is civic space for climate activists closing? Are repressive state responses to climate activism about climate or other things—and how does this relate to how we define the climate crisis? What roles are there for civil disobedience, direct action, and extreme forms of resistance?

- Scheidel, Arnim, Daniela Del Benea, Juan Liu, Grettel Navas, Sara Mingorría, Federico Demaria, Sofia Avila, Brototi Roy, Irmak Ertör, Leah Temper, and Joan Martínez-Alier. 2020. Environmental conflicts and defenders: A global overview. *Global Environmental Change*, 63: 102104.
- Temper, Leah, Sofia Avila, Daniela Del Bene, Jennifer Gobby, Nicolas Kosoy, Philippe Le Billon, Joan Martinez-Alier, Patricia Perkins, Brototi Roy, and Arnim Scheidel. 2020. Movements shaping climate futures: A systematic mapping of protests against fossil fuel and low-carbon energy projects. *Environmental Research Letters*, 15(12): 123004.
- Pande, Rohini. 2023. The climate crisis is a crisis of inequality. *Science*, 381(6661), DOI: 10.1126/science.adk3500

- Lucas, Chloe H, and Aidan Davison. 2018. Not ‘getting on the bandwagon’: When climate change is a matter of unconcern. *Environment and Planning E: Nature and Space*, 2(1), <https://doi.org/10.1177/2514848618818763>
- Pineda, Erin. 2021. Civil disobedience, and what else? Making space for uncivil forms of resistance. *European Journal of Political Theory*, 20(1): 157–164.
- RR – Patterson, James, and Matthew Paterson. 2024. Embracing the politics of transformation: Policy action as "battle-settlement events". *Review of Policy Research*, 00: 1-25, DOI: 10.1111/ropr.12627
- RR – Morris, Hanna E., Libby Lester, and Matthew Tegelberg. 2025. Policing the climate crisis: Media fearmongering and state repression of climate protesters in Australia, Canada, and the United States within the post-2016 conjuncture. *Environmental Communication*, <https://doi.org/10.1080/17524032.2025.2585990>
- RR – Smith, Emiline, and Angus Nurse. 2025. Repression over responsibility: Sanctioning of environmental activism. *Environmental Research Letters*, 20: 081003, <https://doi.org/10.1088/1748-9326/ade6b>
- RR – Young, Kevin A., and Laura Thomas-Walters. 2024. What the climate movement’s debate about disruption gets wrong. *Humanities and Social Science Communications*, 11, <https://doi.org/10.1057/s41599-023-02507-y>

PART IV: PROJECT DEVELOPMENT THROUGH WORKSHOPS

WEEK 11: March 25—Project workshops

WEEK 12: April 1—Project workshops