

**UP 486**  
**Planning with Climate Change**



Department of Urban and Regional Planning  
University of Illinois at Urbana-Champaign  
Spring 2024

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**Instructor:** Professor Omar Pérez Figueroa, [operez10@illinois.edu](mailto:operez10@illinois.edu)

**Office Hours:** Mondays, 10:00am –11:00am, TBH M230

**Course Sessions:** Tuesdays and Thursdays, 11:00-12:20 pm; TBH  
Room 225

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**Land Acknowledgement**

As a land-grant institution, the University of Illinois Urbana-Champaign has a responsibility to acknowledge the historical context in which it exists. In order to remind ourselves and our community, we will begin this event with the following statement. We are currently on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. It is necessary for us to acknowledge these Native Nations and for us to work with them as we move forward as an institution. Over the next 150 years, we will be a vibrant community inclusive of all our differences, with Native peoples at the core of our efforts.

**Course Description**

Welcome to a transformative journey at the intersection of climate change and justice – a course designed to challenge the way we perceive and address one of the most pressing issues of our time. In this course, we will delve beyond the scientific intricacies of climate change, unlocking a world where environmental challenges intertwine with matters of equity, human rights, and social justice.

Through engaging discussions, interdisciplinary analyses, and interactive learning experiences, this course aims to foster an environment where every participant, regardless of background or expertise, is recognized as a valuable contributor. By exploring diverse perspectives and narratives, we seek to harness the collective wisdom of the class, emphasizing that everyone has unique insights to offer in the pursuit of equitable and sustainable solutions to the complex challenges posed by climate change. Through this lens, we aim to inspire a sense of shared responsibility and empower each participant to become an active agent of positive change in the realm of climate justice.

This junior/senior/graduate-level course provides an introduction to the role of planning in addressing the climate crisis through the lens of social and environmental justice, as well as addressing the profound and often disproportionate impacts of climate change on vulnerable

communities worldwide.

The course is divided into three major sections:

1. **From Climate Change to Climate Justice.** We begin by examining the relationship between cities and climate change. We then examine the ways climate change impacts – and climate actions – may fall disproportionately on communities of people of color, low-income populations, and Indigenous populations. Finally, we examine the processes and structures of urban climate governance.
2. **Climate Action Planning.** Section two begins by introducing and evaluating practices for greenhouse gas emissions accounting. Topics include developing inventories and forecasts, establishing emissions reduction targets, and the justice implications of alternative accounting approaches. We then critically examine emissions reduction strategies in the areas of energy, transportation, the built environment, and ecosystem services, focusing on their environmental effectiveness and implications for social and environmental justice.
3. **Vulnerability, Resilience, and Beyond.** The terms vulnerability and resilience have become increasingly common in recent years, yet there remains a lack of clarity regarding their definitions, especially when they are applied to communities being impacted by climate change consequences. Section three begins by examining how vulnerability is produced, paying attention to historical political and economic as well current environmental processes. We then turn to the process for conducting a climate change vulnerability assessment, laying the foundation for developing adaptation strategies and actions. We end by exploring possible futures for cities and planning as we come to terms with the ‘new normal.

### **Course objectives**

Upon successful completion of UP 486 students will:

- Understand and communicate the basic science of climate change with a deeper understanding of points of leverage for planning interventions.
- Apply theories on climate action to current events from national and international contexts.
- Conduct and understand the limitations of basic greenhouse gas emissions accounting.
- Compare and develop formal and informal strategies and policies to mitigate and adapt to climate change across contexts.

### **This course is not...**

- A traditional climate science class solely focused on atmospheric phenomena; rather, it transcends disciplinary boundaries to explore the intricate connections between climate change and social justice.
- A superficial examination of climate policy; instead, it digs deep into the root causes and consequences of climate change, emphasizing the disproportionate impacts on marginalized communities globally.
- About perpetuating abstract theories; it is a practical exploration that encourages students to apply environmental justice frameworks to real-world scenarios and propose tangible solutions.

- A space for passive learning; instead, students are actively engaged in critical discussions, ethical analyses, and hands-on projects to foster a profound understanding of the complexities surrounding climate change and justice.

**Course Format**

This course will combine lectures, in-class and online discussions, and small group exercises. All readings and links to video and audio files will be posted on the course Canvas site. The readings will form the basis for in-class discussion, so you should complete all assigned readings *before* class. All assignments should be submitted through Canvas unless otherwise noted.

**Course Assessment**

The final grade has the following components:

	<u>Undergraduate</u>	<u>Graduate</u>
Attendance and Participation	10%	10%
Reading Responses and Replies	20%	20%
Climate in the News	10%	--
Leading Discussion	--	10%
Defining Climate Justice paper	10%	10%
Climate Action Plan Review	20%	20%
Final Project Draft	5%	5%
Final Project presentations	10%	10%
Final Project	15%	15%

Please see the Course Requirements section below to understand each assignment, including grade reductions for late assignments.

**Late Submissions Policy**

- **General Rule:** Assignments are expected to be submitted by the specified deadline. Late submissions will be subject to a penalty to maintain fairness and uphold academic standards.
- **Late Submission Penalty:** A deduction of 10 points will be applied to assignments submitted after the designated deadline. This penalty is applicable to each day the submission is delayed.
- **Notification:** It is the responsibility of the student to inform the instructor, preferably in advance, if there are anticipated challenges in meeting the submission deadline.
- **Meritorious Cases:** Requests for time extensions will be considered on a case-by-case basis. Meritorious cases may include medical emergencies, family crises, or other unforeseen circumstances.
- **Communication is Key:** In case of unforeseen circumstances affecting timely submission, students are encouraged to communicate with the instructor promptly. This facilitates a transparent and understanding environment.

## Course Requirements

### Attendance and Participation

Your active participation is essential for success in this course. Strong attendance and engagement with the course materials, with the instructor and with your classmates will lead to a high attendance and participation grade. You are expected to complete the assigned readings prior to class and come to class prepared for discussion. Course sessions will include instructor and student-led discussions and small group exercises. You will have various opportunities to share your perspectives, experiences and questions, and respond to questions raised by the instructor and your classmates. If you cannot attend a session, please contact the instructor prior to that session.

### Reading responses and replies (10 total)

Over the semester, you will post **ten reading** responses *and* **ten replies** on the course discussion board. Graduate student responses should be based on *at least* one of the graduate readings for the week, indicated by \* in the reading list at the end of this syllabus. Your responses should be about 200-300 words and must be posted before class on **Tuesday**.

*Engage one or more of the readings with some variant of one of these prompts:* write about something that was important to you, whether you agreed with the author or not, and explain why; list the main argument of the reading and react to them with one of your own; and/or explain how one or more the readings relate to each other, to you, and to the world. You may include quotations that are useful for your argument. End your memo with one open-ended discussion question for the class that emerges from the issues you raised in your response. Please spellcheck your work and make sure it makes sense. As always, be respectful of other peoples' views and keep your minds open.

Your reply to a class member's reading response should be about 100 words and must be posted before class on **Thursday**. Pick someone's response that interests, provokes thoughts, even disagreement, and/or enlightens a subject for you. It is fine if a few people reply to the same response.

### Climate in the news (Undergraduate students only)

Over the semester, undergraduate students will present two short reports to the class based on news articles. The short reports should cover (1) where and when the article was published, (2) the main topics and arguments presented in the article (who, what, where, when, and why), (3) sources cited (research, interviews, etc.) and (4) an analysis of the accuracy and any potential bias in the reporting. The report should conclude with a question which we will discuss in groups. Where possible, discussion questions should encourage students to make connections between the article and material covered in class, as well as their personal experiences.

When searching for news articles, I encourage you to search for positive examples of just and sustainable forms of climate action.

Resources for media coverage of climate-related issues include:

- Planetizen – Climate Change <https://www.planetizen.com/tag/climate-change>
- Climate Desk - <https://www.climatedesk.org>

- The Guardian's Environment page - <http://www.guardian.co.uk/environment>
- NYTimes Climate and Environment page - <https://www.nytimes.com/section/climate>
- Climate Home News - <https://www.climatechangenews.com/>

### **Leading Discussion (Graduate students only)**

Graduate students will work in small groups (2-3 students) to lead two class discussions over the semester. Students will present an overview of ONE of the week's graduate reading/s (~ 5 mins) and then lead the class in a discussion (~15 mins). Graduate student-led discussions will typically take place on **Thursdays**. Discussion prompts should draw on the discussion board posts and build on the material contained in the other readings for the week. A sign-up sheet and more instructions will be posted in Week 1.

### **Defining Climate Justice Paper**

In this assignment, you will reflect on the notion of 'climate justice'. You will consider how climate justice may be used or applied in different contexts and about particular groups of people and develop your own definition of climate justice based on in-class discussions and readings. Your paper should discuss the extent to which the theories and arguments presented in the readings may help us understand and address some of the issues and challenges presented in lectures and in-class discussions.

### **Review of City Climate Action Plan**

Students will conduct and present a review of an existing climate action plan from a city of their choice. The review should be approximately 2,000 words (5-8 pages double space) and should describe and evaluate the following elements:

- a. Inventory methodology<sup>1</sup>
- b. Targets and policies for reducing emissions.
- c. Governance, including key actors as well as public participation and engagement.
- d. Attention to issues of social and environmental justice

Students will share a brief overview of their review in class.

### **Final Project**

For the final project, students will work in small teams (4-5 students) to compare existing and potential climate change interventions in two cities of their choice. These interventions should involve GHG emissions reductions, although it is expected that they may be motivated by broader objectives. Different from the Review of City Climate Action Plan in which students focus on governmental actions, for this assignment students will focus on interventions led by civil society. For example, they can focus on social movements, international organizations, the private sector, grassroots organizations and non-governmental organizations. The cities should be located in different countries, one in the global North and one in the global South. This assignment will be

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<sup>1</sup> Inventory methodology in the context of climate change typically refers to the systematic process and approach used to quantify and account for greenhouse gas (GHG) emissions or removals associated with human activities within a specific geographic area, sector, or organization. The purpose of inventory methodology is to collect, organize, and analyze data related to greenhouse gas sources and sinks, providing a comprehensive understanding of the emissions profile and allowing for informed decision-making in climate change mitigation and adaptation efforts.

completed in segments throughout the semester, with each segment relating to specific topics covered in class. The final project report is due on Friday, 5/3/24 at 11:59 pm.

**Conversions from Numeric to Letter Grades**

Numeric grades will be converted into letter grades using the scale outlined below. The course will not be graded on a curve, and there will be no rounding applied to numeric grades.

Numerical Grade	Letter Grade	Numerical Grade	Letter Grade
> 92.5	A	> 70.0	C-
> 90.0	A-	> 67.5	D+
> 87.5	B+	> 62.5	D
> 82.5	B	> 60.0	D-
> 80.0	B-	< 60.0	F
> 77.5	C+		

**College and Campus Policies and Resources**

**Diversity:** UIUC is committed to equal opportunity for all persons, regardless of race, ethnicity, religion, sex, gender identity or expression, creed, age, ancestry, national origin, handicap, sexual orientation, political affiliation, marital status, developmental disability, or arrest or conviction record. We value diversity in all of its definitions, including who we are, how we think, and what we do. We cultivate an accessible, inclusive, and equitable culture where everyone can pursue their passions and reach their potential in an intellectually stimulating and respectful environment. We will continue to create an inclusive campus culture where different perspectives are respected and individuals feel valued.

**Accommodation for Students with Disabilities**

If you need accommodations, please make an office hours appointment so we can discuss your needs and ways I can support your learning. To ensure that disability-related concerns are properly addressed, students who require assistance to participate in this class should contact [Disability Resources and Educational Services \(DRES\)](#). DRES provides students with academic accommodations, access, and support services. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail [disability@illinois.edu](mailto:disability@illinois.edu).

**Support resources and supporting fellow students in distress:** As members of the Illinois community, we each have a responsibility to express care and concern for one another. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you or a fellow student are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the professor or the [Student Assistance Center \(SAC\)](#) in the Office of the Dean of Students for support and referrals to campus and/or community resources. The SAC has a Dean on Duty available to see students who walk in, call, or email the office during business hours. For mental health emergencies, you can call 911 or walk-in to the Counseling Center; no appointment is needed.

The University [Mental Health Resources](#) website can help you decide what kind of assistance you might need and how to get connected to services for **mental health, wellness,**

The resources on this website reflect many different approaches, ranging from personal counseling

to forming groups to address issues in your school or work environment.

**Technology access:** The [Technology Loan Program](#) is a partnership established across the campus IT community to loan technology hardware to eligible students who have unmet needs. This includes loaning computers and internet hotspot technologies to support online learning and work-from-home activities for the duration of the Covid-19 crisis. Students in need are encouraged to contact the [Student Assistance Center](#) (SAC) at 217-333-0050 or [helpdean@illinois.edu](mailto:helpdean@illinois.edu). The SAC helps students understand university policies and procedures, connects them to campus resources, and supports students in crisis.

**Attendance:** It is the instructor's decision as to when a student's absences become excessive and should be reported. If in the opinion of an instructor, the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an [irregular attendance form](#) to the Associate Dean of the student's college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of F for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See [Rule 1-501](#) and [Rule 1-502](#) in the Student Code for more information.

**Special Circumstances:** Please communicate any expected or unexpected absences with the instructor as early as possible. If you will be absent for a class period, you must alert the instructor before class to potentially receive an excused absence. Every effort will be made to work with students with unusual or unexpected obligations outside the course (family emergencies, health issues, participation in University sanctioned activities, etc.).

**Safety and Security in the Classroom:** Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with any kind of emergency – like fire, severe weather, or if someone is trying to hurt you – we have three options: Run, hide or fight. For more information, please refer to the General Emergency Response Recommendations at <http://www.senate.illinois.edu/emergencyresponse.pdf>.

**Sexual Misconduct Reporting Obligation:** The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality can be found here: <https://wecare.illinois.edu/resources/students/#confidential>. Other information about resources and reporting is available here: <http://wecare.illinois.edu>.

**Writers Workshop:** The Writers Workshop contributes to the intellectual and creative activities of the University of Illinois by providing support for all writers in the campus community--undergraduate and graduate students, faculty, and staff. The Writers Workshop provides individual and small-group consultations, hosts workshops on academic and professional writing concerns, sponsors writing groups and writing retreats, and visits classrooms upon request to introduce our resources or to provide a tailored, interactive presentation. See <http://www.ews.illinois.edu/workshop/> for more info.

**FERPA:** Any student who has suppressed their directory information pursuant to Family Educational Rights and Privacy Act (FERPA) should self-identify to the instructor to ensure the protection of the privacy of their attendance in this course. See <http://registrar.illinois.edu/ferpa> for more information.

**Students with Disabilities:** To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course professor and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-4603, email [disability@illinois.edu](mailto:disability@illinois.edu) or go to the [DRES website](#).

**FAA Writing Services:** The FAA Writing Advisor, Amanda Liepert, offers one-on-one writing assistance to undergraduate and graduate students in Fine and Applied Arts (FAA), including students from other colleges enrolled in this class. The Writing Advisor is available to assist students with classroom assignments; theses and dissertations; artist statements, short bios and program notes; grant applications; scholarly publications; resumé, portfolios, and cover letters; and many other kinds of documents. Email the Advisor at [liepert@illinois.edu](mailto:liepert@illinois.edu) to request an appointment.



## SCHEDULE

SESSION	WEEK	DATE	DAY	TOPIC
<b>SECTION 1 – CITIES, CLIMATE CHANGE, AND CLIMATE JUSTICE</b>				
1	1	Jan-16	Tu	Introduction and Overview
2	1	Jan-18	Th	Climate Change 101
3	2	Jan-23	Tu	Climate Crisis I
4	2	Jan-25	Th	Climate Crisis II
5	3	Jan-30	Tu	Urban Climate Governance
6	3	Feb-1	Th	Climate Justice
7	4	Feb-6	Tu	Just Transitions
<b>SECTION 2 – CLIMATE ACTION PLANNING</b>				
8	4	Feb-8	Th	Cities and Climate Change I
		Feb-9	F	CLIMATE IN THE NEWS 1 DUE
9	5	Feb-13	Tu	Cities and Climate Change II
10	5	Feb-15	Th	Climate Action Plans I
		Feb-16	F	DEFINING CLIMATE JUSTICE PAPER DUE
11	6	Feb-20	Tu	Guest Lecture
12	6	Feb-22	Th	Climate Action Plans II
13	7	Feb-27	Tu	GHG Accounting I
14	7	Feb-29	Th	GHG Accounting II
15	8	Mar-5	Tu	Energy I
16	8	Mar-7	Th	Energy II
		Mar-8	F	FINAL PROJECT OUTLINE DUE
	9	Mar-9	Sun	SPRING BREAK – NO CLASS
	9	Mar-17	Sun	SPRING BREAK – NO CLASS
17	10	Mar-19	Tu	Transportation
18	10	Mar-21	Th	Guest Lecture-
		Mar-25	M	REVIEW OF CLIMATE ACTION PLANS
19	11	Mar-26	Tu	Waste
20	11	Mar-28	Th	Nature-Based Solutions
21	12	Apr-2	Tu	Offsets
<b>SECTION 3 – VULNERABILITY, RESILIENCE, AND BEYOND</b>				
22	12	Apr-4	Th	Adaptation I
		Abr-5	F	CLIMATE IN THE NEWS 2 DUE
23	13	Apr-9	Tu	Adaptation II
24	13	Apr-11	Th	Adaptation III
25	14	Apr-16	Tu	Future I
26	14	Apr-18	Th	Future II
		Apr-19	F	FINAL PROJECT REPORT DRAFTS DUE
27		Apr-23	Tu	FINAL PROJECT PRESENTATIONS
28		Apr-25	Th	FINAL PROJECT PRESENTATIONS
29	16	Apr-30	Tu	Last Day of Class: Semester Wrap-Up
30	16	May-3	F	FINAL PROJECT REPORTS DUE

## UP 486: Planning with Climate Change

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### Schedule of Readings

\* Required for graduate students only, optional for undergraduate students

#### Week 1. Introduction / Course overview

- Heglár, Annais Heglár. 2019. "I Work in the Environmental Movement. I Don't Care if You Recycle." *Vox*, June 4. (<https://www.vox.com/the-highlight/2019/5/28/18629833/climate-change-2019-green-new-deal>).
- The Copernicus Climate Change Service (C3S). (2024, January 9). *Copernicus: 2023 is the hottest year on record, with global temperatures close to the 1.5°C limit*. Home. <https://climate.copernicus.eu/copernicus-2023-hottest-year-record#:~:text=2023%20is%20confirmed%20as%20the,highest%20annual%20value%20in%202016>
- O'Neill, Claire, and Nadja Popovich. 2020. "The Year in Climate." *The New York Times*, December 17, 2020, sec. Climate. <https://www.nytimes.com/interactive/2020/climate/2020-climate-change.html>.

#### Week 2. The Climate Crisis

- Boswell et al (2019), Climate Action Planning (CAP) Ch 10: Time to Act
- \*Klein, Naomi. Chapter 1 in *This changes everything: Capitalism vs. the climate*. Simon and Schuster, 2015.
- \* IPCC, 2023: Summary for Policymakers. In: *Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change* [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, pp. 1-34, doi: 10.59327/IPCC/AR6-9789291691647.001

#### Week 3. Climate Governance

- Anguelovski, Isabelle, and JoAnn Carmin. 2011. "Something Borrowed, Everything New: Innovation and Institutionalization in Urban Climate Governance." *Current Opinion in Environmental Sustainability* 3 (3): 169–75. <https://doi.org/10.1016/j.cosust.2010.12.017>.
- Bulkeley, Harriet, and Peter Newell (2015) Introduction and Chapter 1 - Governing climate change: A brief history in Bulkeley, Harriet, and Peter Newell. *Governing climate change*. Routledge, 2015.
- \*Cousins, Joshua J., and Dustin T. Hill. 2021. "Green Infrastructure, Stormwater, and the Financialization of Municipal Environmental Governance." *Journal of Environmental Policy & Planning*, March, 1–18. <https://doi.org/10.1080/1523908X.2021.1893164>.

#### Week 4. Climate Justice and Just Transitions

- \*Kajser, Anna, and Annica Kronsell. 2014. "Climate Change through the Lens of Intersectionality." *Environmental Politics* 23 (3): 417–33. <https://doi.org/10.1080/09644016.2013.835203>.
- Newell, Peter, and Dustin Mulvaney. 2013. "The Political Economy of the 'Just Transition.'" *The*

*Geographical Journal* 179 (2): 132–40. <https://doi.org/10.1111/geoj.12008>.

- Rodriguez, Majandra. 2015. “Notes for Civil Society Organizing Against the Climate Crisis.” *350.org*, September 3. (<https://350.org/facing-climate-change-through-justice-and-intersectionality/>).
- \*Ranganathan, Malini, and Eve Bratman. n.d. “From Urban Resilience to Abolitionist Climate Justice in Washington, DC.” *Antipode* n/a (n/a). Accessed January 14, 2021. <https://doi.org/10.1111/anti.12555>.

**Week 5. Cities and Climate Change**

- [Why Cities? Ending Climate Change Begins in the City](#) (C40 Initiative)
- Prugh, Tom, and Michael Renner. "Cities and Greenhouse Gas Emissions: The Scope of the Challenge." In *State of the World*, pp. 77-89. Island Press, Washington, DC, 2016.
- CAP Ch 5: Strategies for Creating Low-Carbon Communities
- \*Whitehead, Mark. 2013. “Neoliberal Urban Environmentalism and the Adaptive City: Towards a Critical Urban Theory and Climate Change.” *Urban Studies* 50 (7): 1348–67. <https://doi.org/10.1177/0042098013480965>.

**Week 6. Climate Action Planning: Overview and Process**

- CAP Ch 1: Climate Action Planning
- CAP Ch 2: Creating a Framework for Community Action
- CAP Ch 3: Community Engagement and Collaboration
- UN HABITAT. (2015). Guiding Principles for City Climate Action Planning. Available at <https://e-lib.iclei.org/wp-content/uploads/2016/02/Guiding-Principles-for-City-Climate-Action-Planning.pdf>
- \*Bassett, Ellen, and Vivek Shandas. 2010. “Innovation and Climate Action Planning.” *Journal of the American Planning Association* 76 (4): 435–50. <https://doi.org/10.1080/01944363.2010.509703>.

**Week 7. Greenhouse Gas Emissions Accounting**

- Nadine Ibrahim - Greenhouse Gas Emissions in Global Cities [https://www.youtube.com/watch?v=P9ADYaFXiPE&feature=emb\\_logo](https://www.youtube.com/watch?v=P9ADYaFXiPE&feature=emb_logo)
- CAP Ch 4: Greenhouse Gas Emissions Accounting
- C40. 2018. “Consumption-Based GHG Emissions of C40 Cities.” New York: C40. <https://www.c40.org/researches/consumption-based-emissions>.
- \*Dodman, David. 2009. “Blaming Cities for Climate Change? An Analysis of Urban Greenhouse Gas Emissions Inventories.” *Environment and Urbanization* 21 (1): 185–201. <https://doi.org/10.1177/0956247809103016>.

**Week 8. Renewable Energy and Energy Efficiency**

- Ch 10 “Future Transitions” in Bridge, Gavin, Stewart Barr, Stefan Bouzarovski, Michael Bradshaw, Ed Brown, Harriet Bulkeley, and Gordon Walker. 2018. *Energy and Society: A*

Critical Perspective. Routledge.

- \*Yenneti, Komali, Rosie Day, and Oleg Golubchikov. “Spatial Justice and the Land Politics of Renewables: Dispossessing Vulnerable Communities through Solar Energy Mega-Projects.” *Geoforum* 76 (November 1, 2016): 90–99. <https://doi.org/10.1016/j.geoforum.2016.09.004>.
- Lutzenhiser, Loren. “Through the Energy Efficiency Looking Glass.” *Energy Research & Social Science* 1 (March 1, 2014): 141–51. <https://doi.org/10.1016/j.erss.2014.03.011>.

#### Week 9.           **Transportation and Land Use**

- Renner, Michael. 2016. “Supporting Sustainable Transportation.” In *State of the World: Can a City Be Sustainable?*, 177–94. State of the World. Washington, DC: Island Press/Center for Resource Economics. [https://doi.org/10.5822/978-1-61091-756-8\\_15](https://doi.org/10.5822/978-1-61091-756-8_15).
- Huizenga, Cornie, Karl Peet, and Sudhir Gota. 2016. “Urban Transport and Climate Change.” In *State of the World: Can a City Be Sustainable?*, 195–210. State of the World. Washington, DC: Island Press/Center for Resource Economics. [https://doi.org/10.5822/978-1-61091-756-8\\_16](https://doi.org/10.5822/978-1-61091-756-8_16).
- \*Henderson, Jason. 2020. “EVs Are Not the Answer: A Mobility Justice Critique of Electric Vehicle Transitions.” *Annals of the American Association of Geographers* 110 (6): 1993–2010. <https://doi.org/10.1080/24694452.2020.1744422>.
- \*Simpson, Michael. 2020. “Fossil Urbanism: Fossil Fuel Flows, Settler Colonial Circulations, and the Production of Carbon Cities.” *Urban Geography* 0 (0): 1–22. <https://doi.org/10.1080/02723638.2020.1840206>.

#### Week 10.       **Consumption and Waste**

- ChettiparambIn, Angelique, 2020 In My Backyard: Waste and Energy in a Circular Economy <https://unhabitat.org/in-my-backyard-angelique-chettiparamb>
- \*Martuzzi, M., Mitis, F., & Forastiere, F. (2010). Inequalities, inequities, environmental justice in waste management and health. *European Journal of Public Health*, 20(1), 21-26.
- \*Bick, R., Halsey, E., & Ekenga, C. C. (2018). The global environmental injustice of fast fashion. *Environmental Health*, 17, 1-4.

#### Week 11.       **Carbon Offsets and Nature-Based Solutions**

- Pincetl, Stephanie, Thomas Gillespie, Diane E. Pataki, Sassan Saatchi, and Jean-Daniel Saphores. 2013. “Urban Tree Planting Programs, Function or Fashion? Los Angeles and Urban Tree Planting Campaigns.” *GeoJournal* 78 (3): 475–93.
- Irfan, Umair. 2020. “Can You Really Negate Your Carbon Emissions? Carbon Offsets, Explained.” Vox. February 27, 2020. <https://www.vox.com/2020/2/27/20994118/carbon-offset-climate-change-net-zero- neutral-emissions>.
- \*Kabisch, Nadja, Niki Frantzeskaki, Stephan Pauleit, Sandra Naumann, McKenna Davis, Martina Artmann, Dagmar Haase, et al. 2016. “Ecology and Society: Nature-Based Solutions to Climate Change Mitigation and Adaptation in Urban Areas: Perspectives on Indicators, Knowledge Gaps, Barriers, and Opportunities for Action.” *Ecology and Society* 21 (2). <https://doi.org/10.5751/ES-08373-210239>.

**Week 12.      Adaptation and Resilience**

- CAP Ch 6: Climate Change Vulnerability Assessment
- CAP Ch 7: Strategies for Creating Resilience
- \*Carmin, JoAnn, Isabelle Anguelovski, and Debra Roberts. 2012. "Urban Climate Adaptation in the Global South: Planning in an Emerging Policy Domain." *Journal of Planning Education and Research* 32 (1): 18–32. <https://doi.org/10.1177/0739456X11430951>.

**Week 13.      Adaptation and Resilience and the Future**

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