



RESEARCH IN GLOBAL CLIMATE CHANGE: SCIENCE, RIGHTS, AND POLITICS AT CLIMATE COPS



POL/EPC 390 | FALL 2024

MEETINGS

Tuesdays 9:00 – 11:50 am
Scott Hall 201
Check Course Schedule for
more information

FACILITATOR

Dr. Kim Marion Suiseeya
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BEST WAY TO REACH ME

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Office Hours by appointment OR:

Scott Hall 309,W 2:00 – 4:00 pm

COURSE DESCRIPTION

This course explores international climate negotiations and processes to consider how global, international, and domestic politics shape global climate governance. We will study how climate COPs work, how different actors shape governance, how researchers can study these sites, and consider the potential for these sites to address climate change.

RESEARCH AND PRACTICE INTENSIVE

This seminar is structured to reflect the research process and includes **two weeks** of intensive research at COP29 in Baku, both on site and virtually. We begin by first identifying and engaging with the empirical puzzles around climate COPs to formulate a series of questions that emerge from these puzzles. We will engage the literature on global climate governance, explore different research methods and approaches, including ethnography, interviewing, and virtual ethnography. We will conclude by completing the execution of our projects, developing and strengthening analytical skills by producing original research and presenting our findings through a poster and panel session.

WHAT WE WILL LEARN AND DO

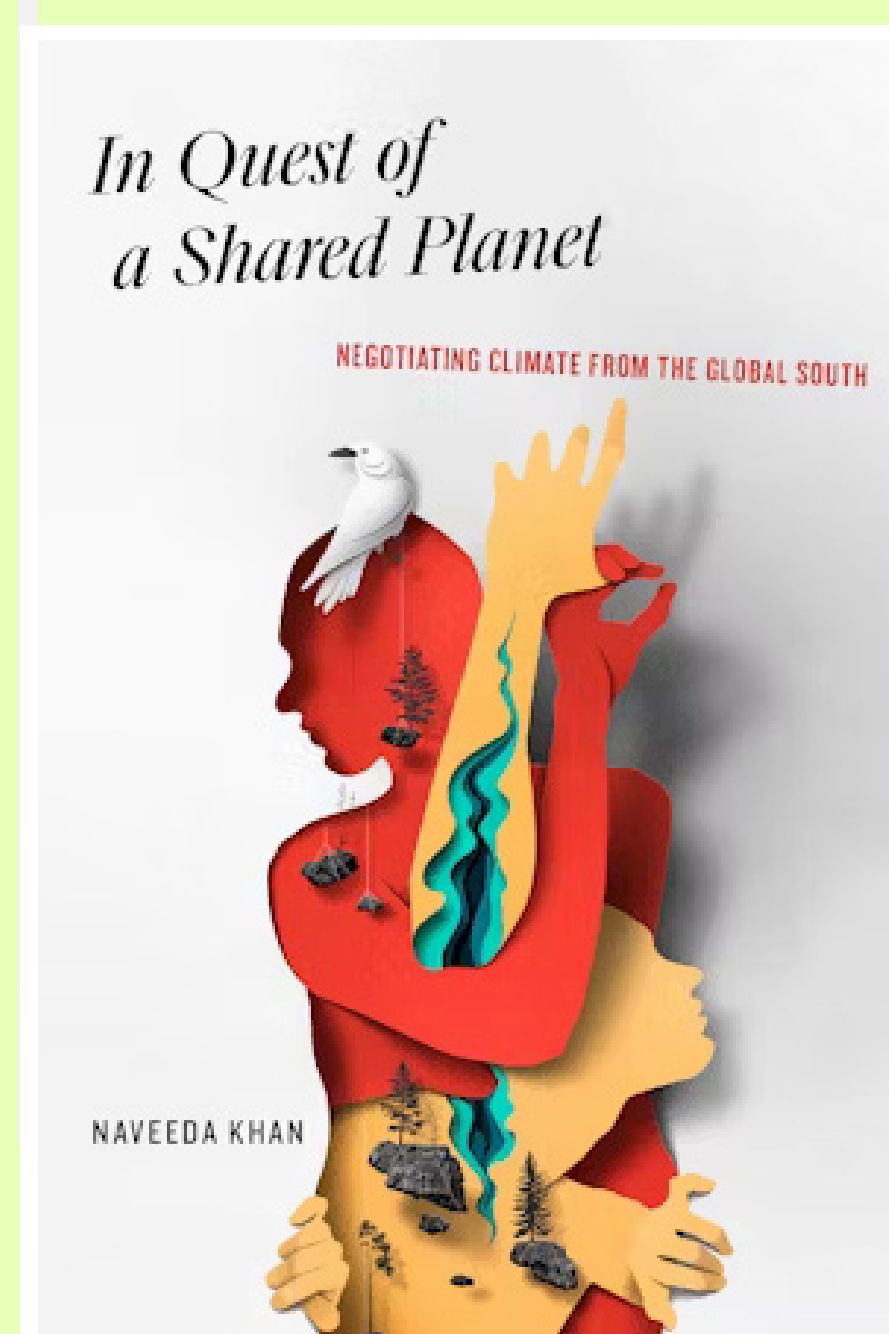
- 01** *Develop empirical insights into pressing climate change questions and challenges*
- 02** *Devise appropriate methodological approaches for analyzing diverse types of data*
- 03** *Design, plan, produce, and present problem-based empirical research*
- 04** *Integrate collaborative approaches in learning, leadership, and problem-solving endeavors*

HOW TO THRIVE IN THIS CLASS

- We all hold valuable knowledge. Bring your knowledge and full self to class*
- Your experience will be driven largely by your own motivation to learn*
- Take care of your emotional, physical, and mental health*
- Seek help with difficult concepts during class meetings or during office hours*
- Take handwritten notes while reading for class and during our sessions*

COURSE RESOURCES

We are using one book this quarter: **Naveeda Khan's In Quest of a Shared Planet**. Information for accessing and assistance with purchasing this book are on Canvas, as are other course materials.



HOW WE WILL LEARN TOGETHER

During our time together, we will engage in critical discussions to facilitate developing research skills and knowledge. This requires that you come to class prepared to engage deeply in the course discussions and apply your knowledge and skills towards advancing our collaborative research project.



"Research is formalized curiosity. It is poking and prying with a purpose."
~ Zora Neale Hurston

DEMONSTRATING & ASSESSING YOUR LEARNING

RESEARCH BRIEFINGS

BEFORE EACH CLASS

Each student will have an assigned research briefing to prepare for each session. These include: COP Updates, Data, Methods, Literature, and Archives. You must demonstrate meaningful and collaborative engagement to meet the related learning outcomes.

DURING EACH CLASS

Develop your critical thinking skills through engagement and active contributions to our class discussions. You must demonstrate an ability to contextualize the key problems, questions, and methodologies explored in each session to meet the related learning outcomes.

PARTICIPATION

LITERATURE REVIEW

DEVELOP BACKGROUND KNOWLEDGE FOR YOUR RESEARCH

Explore our preliminary questions and collaboratively develop an annotated bibliography and synthesize key themes, findings, and gaps in the existing literature.

SCOPE AND DESIGN AN ANALYTICAL FRAMEWORK

Demonstrate an understanding of the key actors who shape global climate governance by conducting research to generate a collaborative issue brief that will inform our on-site and virtual field research.

ISSUE BRIEF

RESEARCH JOURNAL

HONE YOUR RESEARCH SKILLS AND BUILD RESEARCH INTEGRITY

Practice and refine your analytical and methodological research skills by generating insights into your research experience through an ongoing, cumulative research journal. Demonstrate effective data governance.

EXECUTE YOUR RESEARCH DESIGN AND SHARE YOUR FINDINGS

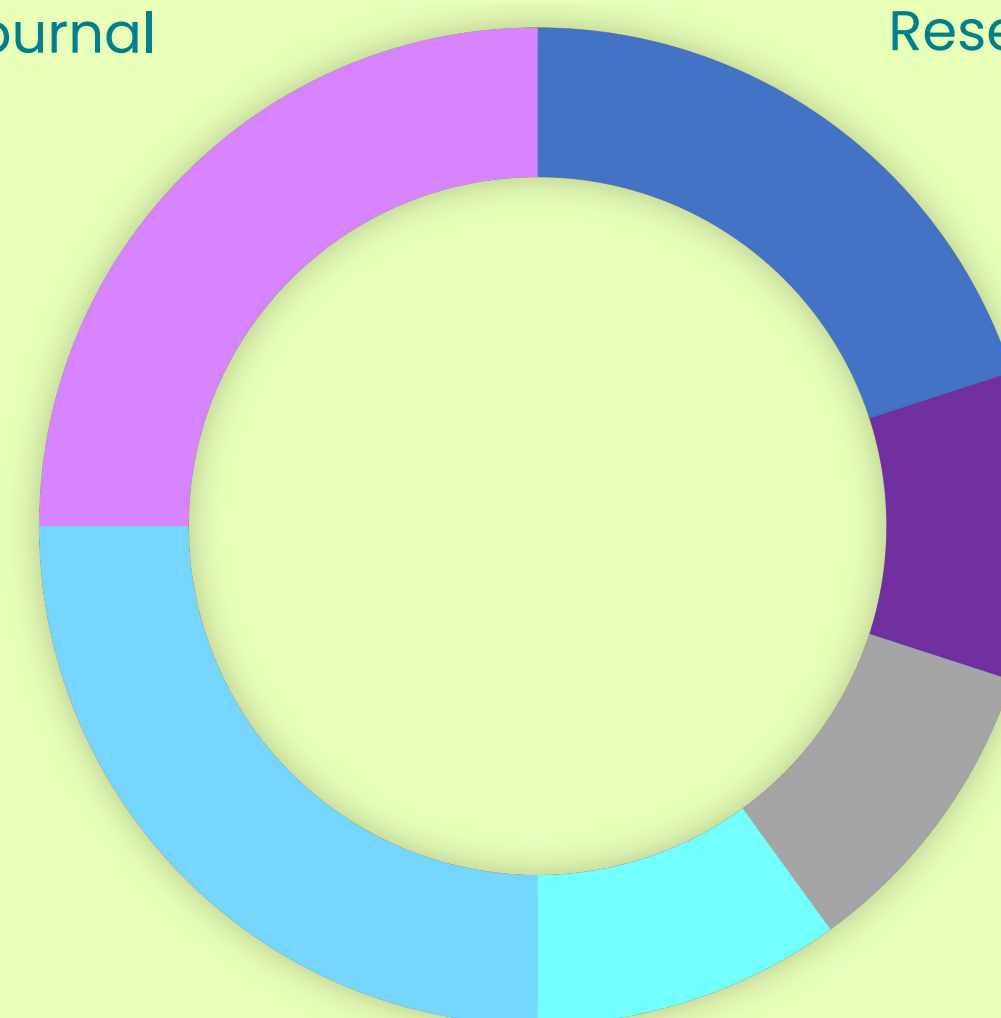
Showcase your analytical and communication skills by producing a research poster and three-minute thesis (3MT) presentation that shares your empirical insights into the phenomena you investigated.

RESEARCH POSTER AND 3MT

Research Journal
25%

Research Briefings
20%

GRADING



Research Poster and 3MT
25%

Issue Brief
10%

Literature Review
10%

Participation
10%

SHARED RESPONSIBILITIES

POWER

Knowledge-its production, dissemination, and interrogation-is where power is centered within a university. I invite you to challenge the assumptions that underly our learning and actively co-create a community of learners that investigates and dismantles power hierarchies and promotes more diverse and democratic approaches in our learning.

ACCESSIBILITY

If you need any accessibility-based accommodations, please let me know so we can make appropriate arrangements.

LIFE TOKENS

Life happens. Use up to 2 life tokens for a no-questions asked deadline extension for up to **5 days** or assignment resubmission (excluding the final poster and 3MT). Just let me know when you're using a life token. A simple email saying you are using a life token will suffice.

DUE DATES

Assignment due dates are designed to help us progress through the course while engaging in deep learning. Feedback for late work without a life token will be available through a one-on-one meeting.

POLICIES

Lastly, the university requires me to pass along to you a whole litany of contractual information, some of which you may find important, some of which you may not. I have placed this information on our course Canvas site so you can refer to it as needed.

COURSE SCHEDULE

See Canvas for Assignment Details and Readings

SEPT 24 **What do we know about Climate COPs and their role in addressing climate change?**
Research Module: Writing Research Notes
Conducting Interviews

OCT 1 - ISSUE BRIEFS DUE

OCT 1 **What are the core issues at stake at COP29?**
Research Module: Literature Reviews

OCT 8 **What can we learn from studying Climate COPs? How?**
Guest Speaker: PhD Candidate Lauren Baker
Research Module: Human Subjects Research

OCT 15 - LITERATURE REVIEWS DUE

OCT 15 **Who shapes global climate governance at Climate COPs?**
Research Module: Designing Research and Collecting Data I

OCT 22 **Experiencing COP29 in Baku, Azerbaijan**
Guest Speaker: Ambassador Ian Kelly
Student Panel: Former COP Researchers
Research Module: Designing Research and Collecting Data II

OCT 29 **How will we collect and analyze data?**
Guest Speaker: Dr. Laura Zanotti
Research Module: Participant Observation

NOV 5 **How should we prepare for field research?**
Research Module: Data Governance

NOV 11 - 24 DATA COLLECTION ONGOING

NOV 12 **COP29 Field Research**
Research Module: Field Notes

NOV 19 **COP29 Field Research**
Research Module: Field Notes

DEC 3 - RESEARCH JOURNAL DUE

DEC 3 **COP29 Debrief (on Zoom)**
Research Module: Field Notes

DEC 12 - POSTER AND 3MT DURING EXAM TIME (12-2PM) ON ZOOM

JANUARY 2025 - BUFFETT INSTITUTE PANEL AND POSTER SESSION

COURSE READING GUIDE

Peer reviewed literature is an important part of your learning experience in this class. With the exception of some select assigned readings, *all of the readings in this class will be chosen by you and your colleagues through your ongoing research for the class.* Self-motivation is thus critical for you to thrive in this class. All readings are required unless otherwise noted. As you read, you should question and critique all of the research you read or encounter. Do not simply take them at face value. I do not expect that you will agree with everything you read. You should be encountering a diversity of viewpoints and I expect that we will have a wide variety of opinions and questions related to the literature we read. *You should know the authors' arguments, but you should approach the readings and class lectures with a healthy degree of skepticism.* For each article you read, you should annotate the text. I highly recommend you save your summary annotations along with the citation in Zotero or EndNote.

How should I focus my attention on the readings? Your goal in reading is not to memorize all of the details of the chapter or article, but instead to be able to do the following:

- Identify and define key concepts and terms: What new concepts, theories, and variables are important to know in order to understand this work?
- Articulate the main question(s) and argument the author makes: What is this work about? What is the topic? What is the author trying to explain?
- Interrogate the logic of the argument: What assumptions does the author make? How do these assumptions contribute to the author's explanation? What is doing the explaining and how?
- Identify the strengths and weaknesses of the work: What is wrong with the argument? How can it be improved?
- Describe the evidence and/or approach the author uses: What empirical evidence does the author provide to support the argument? Is it convincing?
- Link the reading to the core questions for our research: How does this reading help me understand global climate governance? How does it help me answer the core research questions?