

# HS241533: The Politics of Climate Change Adaptation

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*The reading list is indicative and subject change until 23 September 2024. Please refer to the most recent version of the syllabus on OLAT.*

## Class Hours

Mi, 18.09.2024, 12:15 - 14:00 Uhr, HS 7 (Einführungsveranstaltung)  
Fr, 08.11.2024, 09:15 - 17:00 Uhr, Inseliquai 10 220 (Terminierung 3)  
Sa, 09.11.2024, 09:15 - 16:00 Uhr, 4.B01 (Termine)  
Fr, 22.11.2024, 09:15 - 17:00 Uhr, 4.B51 (Terminierung 2)  
Sa, 23.11.2024, 09:15 - 16:00 Uhr, 4.B51 (Terminierung 2) OR 4.B54 (Termine) [TBC]

I will hold in-person office hours in Lucerne on 7<sup>th</sup> and 21<sup>st</sup> November by appointment. Meetings via Zoom can be arranged at any time.

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## Course Description

This course is about the politics of survival. In a world where global warming has already risen beyond 1.5C above pre-industrial levels, communities in every corner of the world are exposed to increasingly frequent and severe episodes of extreme weather, including hurricanes, droughts, heatwaves, heavy rainfall, and flooding. How are societies adapting to this? And how are the dynamics of climate change adaptation shaping politics? This course offers an introduction to the politics of climate change adaptation. We conceptualise adaptation as a fundamentally political issue, both facilitated by policy and politics, whilst in itself acting as a force for shaping political outcomes.

Where existing literature on the politics of climate change has overwhelmingly focussed on climate change mitigation in the Global North, this course draws attention to the growing body of work on the politics of climate change adaptation. It considers how adaptation challenges

vary between countries of the Global North and Global South and encourages critical engagement with the research designs and methods being used to study the politics of climate change adaptation.

## **Course Organisation**

This course is a block seminar, consisting of two two-day teaching blocks in November 2024. Each teaching day will consist of three or four sessions. Students are required to prepare in advance of each teaching block. It is expected that students will have studied the required readings in advance and come to class prepared to discuss them. Student presentations will take place in both the first and second teaching block. Presentation slots and discussant roles will be allocated via an online sign-up sheet which will be circulated on 1st October.

## **Learning Outcomes**

Upon successful completion of this course, students should be able to:

1. identify and describe ways in which actors at different levels (international, national, community and individual) adapt to climate change;
2. provide examples of how adaptation challenges differ between countries in the Global North and Global South;
3. analyse potential impacts of climate change adaptation strategies or policies on politics;
4. critically evaluate and reflect on research designs and methods used to study the politics of climate change adaptation.

## **Mandatory Requirements**

To receive credits for this class, you are expected to fulfil the following criteria:

### **1. Attend all sessions**

Students who miss more than two sessions without a justified absence will fail the course.

### **2. Prepare for class and participate actively**

Students should come to class able to summarise the main points of the required reading for each session. If you can do this in a sentence or two, you have mastered the material. Studying the

readings also implies thinking critically about them: What does the paper teach us? Should we trust the findings? What could have the authors have done differently or better? What questions remain unanswered?

Active engagement in class involves intervening with questions, and participating in class discussion. Students are encouraged to share their reflections on the assigned readings.

### 3. Two AI Reviews

Students should write two "AI reviews". First, you must choose one starred article from each teaching block, and ask an AI tool to summarise the article. You may not write an AI review about the article that you will present on. The AI PDF plugin for ChatGPT is one example you can use for free, but you may use any tool of your choice. You should start your submission document with the complete citation of the article you are working with, the name of the AI tool you used, and a copy of your prompt and the chatbot's answer. Underneath you should write your critique of the chatbot's article summary. This should be a minimum of 500 words in length and answer the following questions:

- Did the chatbot accurately summarise the article? If not, why not? Did it miss any key points? Focus your answer on communicating the article's main argument and findings.
- Did the chatbot accurately identify the article's main contribution? If not, why not? Here you should be sure to clearly state what bigger problem or question the author is contributing to addressing.
- Did the chatbot identify any limitations of the paper? What would you add? Here, the objective is to engage with the paper's arguments from a critical perspective. You should identify the main limitations of the paper and propose ways in which these limitations could be addressed, either by the author or in future research.

Needless to say, you will not be graded on the quality of the chatbot's summary, but on the quality of your answers to these questions. As you work, make note of any reflections you have about the use of AI as a tool in academia.

AI reviews should be uploaded to the "Response papers" folder in OLAT. AI reviews for Block 1 are due by **Tuesday 5th November at 6pm**. For Block 2, they are due by **Tuesday 19th November at 6pm**. The file you submit should be a Word document, with the filename as your surname in capital letters followed by the block number, e.g. GARSIDE\_1.docx or GARSIDE\_2.docx.

### 4. Presentation

Presentations will be done individually or in groups of two to three students, depending on the number of students enrolled in the course. The presentation schedule will be decided via an online sign-up sheet which will be circulated on **1st October**.

Presenters must critically re-examine one of the starred readings of the session to locate a troubling or unsatisfactory element, then propose a solution including a theoretical motivation and a feasible research design. A discussion of the proposal will follow the presentation. Presenters must upload the slides of the presentation **at least 24 hours before the presentation** to the Presentations folder in OLAT to allow the discussant to prepare. The file with the presentation slides can be in the preferred format of the presenter. The title should include the session's number followed by the student's (or students') surname(s) in capital letters e.g. 01\_GAR SIDE. The presentation should last around 15 minutes. There will be no presentations in sessions 1, 2 and 12. There will be the opportunity for two presentations in session 11.

A good presentation should include the following:

1. A brief summary of the readings, including their main argument, methodology, and contribution. It should focus on those aspects of the text that the student(s) aim to analyse later. It should never be a full summary of the content.
2. A critique of the argument or the research design. Some examples are an inconsistent logic, flawed conceptualisations (e.g., concepts that do not travel well across contexts), limited external validity (e.g., results that do not apply in other contexts), limited internal validity (e.g., poorly identified causal relationship, for example, due to omitted variables), limited relevance, etc.
3. Propose a feasible research design to overcome these limitations, or to build upon them. Matching the previous examples, some examples are a better-built argument that leads to different implications, an original conceptualisation that performs better, outlining a research design that would prove the results valid in a different or wider setting, or a research design that could controls for potential confounders.

The presentation will be evaluated based on its clarity, the understanding of the original reading's concepts, the depth of critical evaluation, congruency between the critique made and the research proposal's aim to solve it, the argumentation, and the presenter's ability to respond to the discussant's points.

## 5. Discussant role

Each student should sign up as a discussant for another student's presentation. The discussant's role is to prepare and deliver comments on the presentation. You should familiarise yourself with the slides which will be uploaded to OLAT 24 hours before the presentation, and before/during the presentation, prepare some comments and questions for the presenter. The discussant should speak for around 2-3 minutes and their intervention should be constructive, aimed at clarifying or furthering the ideas put forward in the presentation. The discussant's comments should initiate the discussion between the presenter and the rest of the audience. The rest of the audience can (and should) join the discussion by raising their own questions.

## Grade Structure

Component	Percent of Grade
In-class participation	15%
AI Reviews	40%
Presentation	40%
Discussant role	5%

## Advice

- See Macartan Humphrey's advice on how to [how to read](#), and [critique](#) an academic paper. This will help you to read more effectively, and will save you time.
- If you are an auditory learner, you may find that an AI text-to-speech reader could help you get through the readings. In my experience, this [this one](#) is great and well worth the investment.

## Other Resources of Interest

- Reliable English-language climate news sources: [Carbon Brief](#), [The Guardian](#), [Politico Europe](#), [The New York Times](#), [The Washington Post](#), [HEATED](#).
- The Environmental Politics and Governance Network's archive of [Deep Climate Conversations](#).
- [EarthWeb.info](#) is curated primarily for a US audience, but contains a wealth of useful and interesting resources.

## Course Structure and Reading List

*The reading list is indicative and subject change until 23 September 2024. Please refer to the most recent version of the syllabus on OLAT.*

\* Stars indicate readings you can choose for your AI reviews and presentations.

### BLOCK 1

**Day 1: Friday 8 November, 09:15-17:00**

#### **Session 1: Introduction (09:15 - 10:45)**

##### **Required reading:**

- Kala, Namrata, Clare Balboni, and Shweta Bhogale. 2023. 'Climate Adaptation'.

#### **Session 2: Adaptation as Politics (11:00 - 12:30)**

##### **Required reading:**

- Javeline, Debra. 2014. 'The Most Important Topic Political Scientists Are Not Studying: Adapting to Climate Change'. *Perspectives on Politics* 12 (2): 420–34.
- Dolšák, Nives, and Aseem Prakash. 2018. 'The Politics of Climate Change Adaptation'. *Annual Review of Environment and Resources* 43 (1): 317–41.

#### **Session 3: International Politics of Climate Change Adaptation (13:30 - 15:00)**

##### **Required reading:**

- \*Donner, Simon D. 2016. 'Measuring and Tracking the Flow of Climate Change Adaptation Aid to the Developing World'. *Environ. Res. Lett.*
- Dolšák, Nives, and Aseem Prakash. 2022. 'Three Faces of Climate Justice'. *Annual Review of Political Science* 25 (1): 283–301.
- Colgan, Jeff D., Jessica F. Green, and Thomas N. Hale. 2021. 'Asset Revaluation and the Existential Politics of Climate Change'. *International Organization* 75 (2): 586–610.

#### **Session 4: Disaster Preparedness and Relief (15:30 - 17:00)**

##### **Required reading:**

- \*Healy, Andrew, and Neil Malhotra. 2009. 'Myopic Voters and Natural Disaster Policy'. *American Political Science Review* 103 (3): 387–406.

## **Day 2: Saturday 9 November, 09:30 - 15:30**

### **Session 5: Wildfires (09:30 - 11:00)**

#### **Required reading:**

- \*Anderson, Sarah E, Andrew J Plantinga, and Matthew Wibbenmeyer. 2023. 'Inequality in Agency Response: Evidence from Salient Wildfire Events'. *The Journal of Politics* 85 (2): 357–794.

### **Session 6: Drought (11:30 - 13:00)**

#### **Required reading:**

- \*Abajian, Alexander, Cassandra Cole, B Kelsey Jack, Kyle C Meng, and Martine Visser. n.d. 'Dodging Day Zero: Drought, Adaptation, and Inequality in Cape Town'.

### **Session 7: Agriculture (14:00 - 15:30)**

#### **Required reading:**

- Cavatassi. 2018. 'The Adoption of Climate Smart Agriculture: The Role of Information and Insurance Under Climate Change'. In *Climate Smart Agriculture*, edited by Leslie Lipper, Nancy McCarthy, David Zilberman, Solomon Asfaw, and Giacomo Branca, 52:353–83. *Natural Resource Management and Policy*. Cham: Springer International Publishing.
- \*Duchoslav, Jan, Edwin Kenamu, and Jack Thunde. 2023. 'Targeting Hunger or Votes? The Political Economy of Humanitarian Transfers in Malawi'. *World Development* 165 (May): 106179. doi:10.1016/j.worlddev.2022.106179.

## **BLOCK 2**

## **Day 3: Friday 22 November, 09:15 - 17:00**

### **Session 8: Flooding (09:15-10:45)**

#### **Required reading:**

- \*Pople, Ashley, Ruth Hill, Stefan Dercon, and Ben Brunckhorst. 2021. 'Anticipatory Cash Transfers in Climate Disaster Response'. CSAE Working Paper WPS/2021-07.

### **Session 9: Sea Level Rise (11:00 - 12:30)**

#### **Required reading:**

- \*Dasgupta, Susmita, David Wheeler, Sunando Bandyopadhyay, Santadas Ghosh, and Utpal Roy. 2022. 'Coastal Dilemma: Climate Change, Public Assistance and Population Displacement'. *World Development* 150 (February): 105707.
- Hsiao, Allan. 2023. 'Sea Level Rise and Urban Adaptation'. Unpublished.

### **Session 10: Migration I (13:30 - 15:00)**

#### **Required reading:**

- \*Koubi, Vally. 2016. 'Environmental Stressors and Migration: Evidence from Vietnam'. *World Development*.

### **Session 11: Migration II (15:30 - 17:00)**

#### **Required reading:**

- \*Arias Sabrina B., and Christopher W. Blair. "In the Eye of the Storm: Hurricanes, Climate Migration, and Climate Attitudes." *American Political Science Review*, 2024, 1–21.
- \*Gaikwad, Nikhar, and Gareth Nellis. 2021. 'Do Politicians Discriminate Against Internal Migrants? Evidence from Nationwide Field Experiments in India'. *American Journal of Political Science* 65 (4).

## **Day 4: Saturday 23 November, 09:30 - 15:30**

### **Session 12: Conflict (09:30 - 11:00)**

#### **Required reading:**

- Koubi, Vally. 2019. 'Climate Change and Conflict'. *Annual Review of Political Science* 22 (1): 343–60.



### **Session 13: Conflict II (11:30 - 13:00)**

#### **Required reading:**

- \*McGuirk, Eoin F and Nunn, Nathan. 2024. 'Transhumant Pastoralism, Climate Change, and Conflict in Africa'. Review of Economic Studies.

### **Session 14: Conclusion (14:00 - 15:30)**

#### **Required reading:**

- \*Calliari, E., O. Serdeczny, and L. Vanhala. 2020. 'Making Sense of the Politics in the Climate Change Loss & Damage Debate'. Global Environmental Change 64 (September): 102133.