Graduate students taking the course should enroll in it. There is both an S/U and a letter grade option. Since course enrollment is by permission only, enrollment must be by manual add/drop form. To do this, see Sarah Weibly, at the Philosophy Department, 218 Goldwin Smith, who has a list of admitted graduate students. The co-leaders of the seminar, Dick Miller (Philosophy, rwm5), Natalie Mahowald (Earth and Atmospheric Sciences, nmm63) and Phil McMichael (Development Sociology, pdm1), would be glad to provide descriptions of graduate students' individual contributions, at the end of the course, to their home departments, in whatever format the student prefers. Here are the course requirements.

1. Participation:
   a. Seminar sessions. Graduate students are expected to attend seminar meetings, taking part in discussions on the basis of reading the week’s assignment and further relevant material.
   b. Visitors. Each of the six visitors will give a public lecture and lead a session of the seminar. Except for the last two visits, in late April, the public lecture, followed by discussion, will be 4:30-6:00 Monday in Hollis Cornell Auditorium, Goldwin Smith. While attendance at the public lectures is not required, it is recommended. (A video will be taken and posted as soon as possible on the Cornell Climate Change Forum website, www.sustainablefuture.cornell.edu/climatechangeforum. In addition, the reading assignment for each visitor's seminar will provide background on his specific views.) These visits will offer multiple opportunities for highly productive informal contact with outstanding figures in the response to global climate change -- for example, at receptions and meals and showing visitors around campus. Without imposing any specific requirement, we expect that graduate students will make use of such opportunities, which we will facilitate.
   c. Discussion Board. In the Discussion Board section of the course Blackboard site (see "Access", below), there will be a forum for every meeting of the seminar except the first. At the end of each meeting of the seminar, a question will be posed on next week's topic and readings, as the subject of the weekly Discussion Board forum. Two graduate students will commit themselves to respond with brief contributions, to be posted no later than Monday at 8:00 PM. Every participant in the seminar is encouraged to contribute to these forums, as well.

When the Discussion Board forum concerns a seminar led by a visitor, the two committed discussants will have special opportunities for interaction. We will share their contributions with the visitor. (Of course, the sooner the visitor receives them, the more likely a significant response by e-mail or in person. We will convey the comments as
soon as possible.) After a visit, we would be glad to post the comments, with any revisions that the discussants would like to make, in the section of the Cornell Climate Change Forum website devoted to the visit.

2. Term paper. A term paper of at least 12 pages will be due at the last day of study period, May 6. A list of productive topics will be distributed March 24. By April 21, a preliminary draft is due. It will be returned, with comments but no grade, by April 28. The course co-leaders would be glad to discuss term paper topics at any time.

3. "Working Group" papers. By March, three or four sub-groups among the graduate students in the seminar will be set up, based on their interests, projects and preferences, each one devoted to a large theme in the response to global climate change. Each group will collaborate on a brief document consisting of a.) a statement of as much consensus as the group can reach concerning the thematic question of the group (5-10 pages), b.) a selection, from course reading assignments, reading lists and the group's own reading, of a short list of readings on their theme that the group sees as especially productive for a reader directed at interdisciplinary courses of advanced undergraduates and graduate students, and c.) a short list of questions that such a reader ought to pose. Each group is free to determine the pace and nature of their collective work. The consensus statements should be submitted by Friday, April 17. The full statements, including reading lists and study questions, are due by May 15.

Access

The course Blackboard site is Phil6430 (Social and Political Philosophy.) Participants will be enrolled by the course instructors. In case of access problems, please contact Natalie (nmm63.) This site will include reading lists, suggested paper topics and the like, under Course Information. Assigned readings and some non-assigned ones which are not easily accessible on line will be posted, under Course Documents. The Discussion Board section will include both the weekly forums previously described and a permanent forum for readings suggestions from participants.

The website of the Cornell Climate Change Forum will post information in connection with the visits, including videos of the public lectures. Here is the schedule of visits.

Detlef van Vuuren, (Netherlands Environmental Assessment Agency) emissions regimes for stringent temperature targets, February 2-3
Shrekeant Gupta (Public Policy, National University of Singapore) international equity, February 23-24
Dan Nepstad. (Moore Foundation) ecological impact, March 9-10
Jonathan Patz (Environmental Studies and Environmental Health Sciences, Wisconsin) health impacts, March 30-31
Eric Holt-Gimenez (Institute for Food and Development Policy) biofuels, April 6-7
Stephen Schneider (Biology, Stanford) climate dangers and containment goals, April 29-30.

Weekly topics and readings

2/2: public lecture, Detlef van Vuuren (Netherlands Environmental Assessment Agency), "How low can we go? Cutting emissions to contain global warming."


2/23: public lecture by Shreekant Gupta (School of Public Policy, National University of Singapore), “Million Dollar Question(s): Can (and Will) the World Craft a Meaningful, Inclusive, Efficient and Equitable Climate Agreement?”


4/29: public lecture by Stephen Schneider, (Environmental Studies, Biology, Stanford), “Climate Change: Adapting to What We Can't Prevent, and Preventing What We Can't Adapt to.”