

Electronic Course Authorization System

GLOS 1105 - VIEW COURSE PROPOSAL

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Approvals Received:	Department on 4/18/23 by Danielle Dadras (dmdadras@umn.edu)	>	College/Dean on 4/18/23 by Kyle Edwards (edwar288@umn.edu)	>	Provost on 5/1/23 by Jessica Kuecker Grotjohn (jkuecker@umn.edu)
Approvals Pending:	LE > Catalog				
Effective Status:	Active				
Effective Term:	1239 - Fall 2023				
Course:	GLOS 1105				
Institution:	UMNTC - Twin Cities/Rochester				
Campus:	UMNTC - Twin Cities				
Career:	UGRD				
College:	TCLA -				
Department:	10971 -				

General

Course Title Short:	Climate Crisis-Climate Justice
Course Title Long:	From Climate Crisis to Climate Justice
Max-Min Credits for Course:	3.0 to 3.0 credit(s)
Catalog Description:	This course will explore one of our biggest threats today, global climate crisis, and understand it as deeply entangled with other pressing concerns such as deepening social inequality, racial and gender injustice, food insecurity and environmental devastation, war and violence. We will understand it as a global problem with different regional specificities and histories, learning from a multitude of perspectives, sciences, voices, and experiences. The course will explore how working to collectively resolve this environmental issue requires a multi-pronged approach that enables peoples around the world to imagine--and strive for--a world that reverses the course of history, moving from climate crisis to justice.
Print in Catalog?:	Yes
CCE Catalog Description:	false
Grading Basis:	OPT
Topics Course:	No
Honors Course:	No
Online Course:	No
Freshman Seminar:	No
Is any portion of this course taught outside of the United States?:	No

Community Engaged Learning (CEL):**New:** None
Old:**Instructor Contact Hours:**

3.0 hours per week

Course Typically Offered:

Every Fall

Component 1:

LEC

Component 2:

<No text provided>

Auto Enroll Course:

No

Graded Component:

LEC

Academic Progress Units:

3.0 credit(s) (Not allowed to bypass limits.)

Financial Aid Progress Units:

3.0 credit(s) (Not allowed to bypass limits.)

Repetition of Course:

Repetition not allowed.

Course Prerequisites for Catalog:

<No Text Provided>

Course Equivalency:

<No text provided>

Cross-listings:

No cross-listings

Add Consent Requirement:

No required consent

Drop Consent Requirement:

No required consent

Enforced Prerequisites: (course-based or non-course-based):

No prerequisites

Editor Comments:

<No text provided>

Proposal Changes:

<No text provided>

History Information:5/1/23: Course approved by CCC. JKG
3/27/23: Creating new GLOS course. -ARS**Faculty Sponsor Name:**

Michael Goldman

Faculty Sponsor E-mail Address:

goldman@umn.edu

Student Learning Outcomes**Student Learning Outcomes**

* Students in this course:

- Can locate and critically evaluate information

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Students will be asked to examine a wide array of materials from across the disciplines and from around the world, and be asked to evaluate them critically. The goal is to better understand how we (as a global but highly differentiated society) have become so dependent upon fossil fuels and why is it that many of our institutions cannot imagine an alternative to fossil-fuel-based growth. Finally, they will be asked to consider how we can transition to a world free of fossil fuels and one in which equity and justice are primary. This exploration will require the development and refinement of our critical thinking skills as well as our creative imagination to see beyond the patterns of production/consumption/waste we inherit. Students will be asked to find materials within the physical sciences (i.e., IPCC scientific reports) and the social-economic sciences and history to understand the history of fossil fuel production and consumption and their links to modern societies. Further, students will be asked to understand the injustices borne from these dynamics and finally, search and find and evaluate alternatives that have always existed (i.e., societies with small ecological footprints) and are being newly introduced around the world.

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

They will be evaluated through a series of pedagogical tools such as group work and public presentations, close readings and write-ups (i.e., short papers based on their research), and conclude with group projects that facilitate the type of collective work needed to transition to a climate justice world. Since students will be asked to closely read materials from diverse disciplines and for diverse perspectives, the work will require the refinement of their critical thinking skills. They will be evaluated based on their ability to comprehend and translate into

their own words the materials, first, and then their ability to selectively recommend alternatives that lead to a decarbonized society, as defined by the IPCC experts, and for a socially and ecologically just society, defined by many analysts in and outside the academy.

Liberal Education

Requirement this course fulfills:

ENV Environment

Other requirement this course fulfills:

<no text provided>

Criteria for Core Courses:

Describe how the course meets the specific bullet points for the proposed core requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or method.

Core courses must meet the following requirements:

- They explicitly help students understand what liberal education is, how the content and the substance of this course enhance a liberal education, and what this means for them as students and as citizens.
- They employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it.
- They include small group experiences (such as discussion sections or labs) and use writing as appropriate to the discipline to help students learn and reflect on their learning.
- They do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements.
- They are offered on a regular schedule.
- They are taught by regular faculty or under exceptional circumstances by instructors on continuing appointments. Departments proposing instructors other than regular faculty must provide documentation of how such instructors will be trained and supervised to ensure consistency and continuity in courses.

Criteria for Theme Courses:

Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or

other instructional materials or methods.

Theme courses have the common goal of cultivating in students a number of habits of mind:

- **thinking ethically about important challenges facing our society and world;**
- **reflecting on the shared sense of responsibility required to build and maintain community;**
- **connecting knowledge and practice;**
- **fostering a stronger sense of our roles as historical agents.**

Describe how the course meets the specific bullet points for the proposed theme requirement. Give concrete and detailed examples for the course syllabus, detailed outline, laboratory material, student projects, or other instructional materials or methods.

THEME COURSES

Theme courses have the common goal of cultivating in students a number of habits of mind:

*thinking ethically about important challenges facing our society and world;

*reflecting on the shared sense of responsibility required to build and maintain community;

*connecting knowledge and practice;

*fostering a stronger sense of our roles as historical agents.

1) The topic of the course is the urgently needed transition from the current climate crisis to climate justice, which means creating a world that will become socially just (all people treated equal) and ecological sustainable (reverse species extinction and global warming trends). The course presents this problem as not a question of technology but of ethics and politics. So, as just one example, in the course curriculum we hear from Indigenous Climate Action network, a global entity representing indigenous groups from all over the world. We read portions of the new summary report on Land Back (Dec 2022) which argues that indigenous peoples require a return of their (colonized/stolen) land as the first necessary ethical step to changing the way we live on/with the earth. They argue they could lead by example and the climate crisis was triggered at the start of colonialism. Throughout the course, we hear other perspectives from Bangladesh, Brazil, Chile, and minoritized communities across the US., discussing the question of how to transform our economic systems, business plans, and social relations on the earth. These are important

ethical questions, and we discuss them at length.

2) This pedagogical approach also introduces the notion of 'shared responsibility' and its necessity in building and maintaining community that is based on alternatives to 'forever' economic growth, resource extraction, and labor exploitation. We discuss questions of how we produce, how we consume, how we are housed and transit, etc., that are individual and social choices and imperatives. We discuss how we built-in to our everyday lives these destructive practices and how we, collectively, can create habitats that mitigate climate crisis and create just and equitable communities, local and global. We read the book by Jason Hickel, *Less is More*, which explains the history of capitalist "growthism" that leads to ecological destruction; it offers a road map which he and others call "degrowth" to address these concerns. We have open debates, in-class student presentations, ongoing discussion posts, and short paper assignments to stimulate these discussions.

3) We connect theory with practice by learning about the many social practices that have created the climate crisis -- in our food systems, transport systems, urban/suburban planning, energy systems, etc. -- which we understand historically and structurally. Then we break these down in terms of concrete alternatives and how they work in our everyday lives. In terms of participating in this change at the societal level, I ask students to work on a final group project in which small student groups adopt a climate-change movement/campaign/plan from anywhere in the world, and master it and explain how it works to the class. I bring in campaign leaders from Minneapolis and from Santa Barbara who are working with city councils to pass resolutions/legislation on city-based Green New Deals, and students learn concretely how an idea becomes a voted-upon mandate at the city level.

4) All these pedagogical approaches add up to teaching students how they are historical agents and how they can be, with this knowledge, positive leaders for climate justice.

THE ENVIRONMENT THEME

The environment theme courses engage you in complex environmental issues. Finding solutions to these environmental issues will have you vigorously debating the myriad of solutions; weighing the costs with the benefits among alternative policies and practices; exploring the roles of

science and technology; and learning to become involved, informed, and a constructive citizen after graduation.

Course requirements to satisfy The Environment theme

- *Raising environmental issues of major significance
- *Giving explicit attention to interrelationships between the natural environment and human society
- *Introducing the underlying scientific principles behind the environmental issues being examined
- *Having you explore the limitations of technologies and the constraints of science on the public policy issues being considered
- *Teaching you how to identify and evaluate credible information concerning the environment
- *Having you demonstrate an understanding that solutions to environmental problems will only be sustained if you are consistent with the ethics and values of society

1) The course is on the necessary transition away from global climate crisis and widespread species extinction and onto a path of climate justice.

2) The course explains the precise dynamics of human-nonhuman relations, including specific readings and discussions on fossil-fuel burning through social practices of transport, mining, agribusiness, deforestation, and the like, and their manifold ecological effects -- global warming, sea rise, coral reef bleaching, soil erosion, watershed destruction, droughts and floods, and more. We read texts that cover the rise of the epoch of the Anthropocene and the period of Great Acceleration, starting in the 1950s.

3) We learn about the scientific principles as written in the IPCC reports on the causes and processes of greenhouse gas emissions and global warming.

4) We dive deeply into the introduction of solar energy and the many ethical, political, social dimensions -- its possibilities and limitations -- to its introduction, with the State of Arizona as the case study (The Weight of Light), which has been written up by a collective of Arizona State U scientists, engineers, social scientists, and creative writers/futurologists who collectively wrote a wonderfully accessible text on the ethics and practices of solar power technologies.

5) The course introduces a wide range of types of knowledge and expertise that include artists and fiction writers to expand the boundaries as to how to imagine the

problem and the future that go beyond science. (Fabrice Montiero's *The Prophecy*, a photography exhibit, is one example.) At the same time, we learn how to interpret this information -- fiction and nonfiction - - and pull out the fundamental ethical, emotional, psychological, and political elements to these different discourses. At the same time, we learn about the industry of 'climate denial' (we learn about Naomi Oreskes' *Merchants of Doubt* research). In this way, we learn about the power of persuasion and communication, both false information as well as the creative, to think through what gets us to take these environmental-social issues seriously, what motivates us toward action and change, and what turns us off.

6) In sum, students learn that first, we need to imagine a world of social and ecological justice combining global North and global South together as one human endeavor; next we appreciate and cultivate the ethics of justice through a thorough historical reading of how we got here; finally, we learn about the socio-political perspectives of change that are necessary to these environmentally destructive trends. Students learn that most of the worst of our social practices have a relatively recent history, since the 1500s with the great acceleration occurring since the 1950s (i.e., there is nothing innate, natural, necessary) about these practices; they can be transformed and produce a much more just, safe, and environmentally sustainable world.

LE Recertification-Reflection Statement (for LE courses being re-certified only): <No text provided>

Statement of Certification:

This course is certified for a Core (blank) as of
This course is certified for a Theme (blank) as of

Writing Intensive

Propose this course as Writing Intensive curriculum: No

Question 1 (see CWB Requirement 1):

What types of writing (e.g., reading essay, formal lab reports, journaling) are likely to be assigned? Include the page total for each writing assignment. Indicate which assignment(s) students will be required to revise and resubmit after feedback by the instructor or the graduate TA.

<No text provided>

Question 2 (see CWB Requirement 2):

What types of writing (e.g., research papers, problem sets, presentations, technical documents, lab reports, essays, journaling etc.) will be assigned? Explain how these assignments meet the requirement that writing be a significant part of the course work, including details about multi-authored assignments, if any. Include the required length for each writing assignment and demonstrate how the 2,500 minimum word count (or its equivalent) for finished writing will be met.

<No text provided>

Question 3 (see CWB Requirement 3):

How will students' final course grade depend on their writing performance? What percentage of the course grade will depend on the quality and level of the student's writing compared to the percentage of the grade that depends on the course content? Note that this information must also be on the syllabus.

<No text provided>

Question 4 (see CWB Requirement 4):

Write up a sample assignment handout here for a paper that students will revise and resubmit after receiving feedback on the initial draft.

<No text provided>

Question 5 (see CWB Requirement 5):

What types of instruction will students receive on the writing aspect of the assignments?

<No text provided>

Question 6 (see CWB Requirement 6):

How will the assistants be trained and supervised?

<No text provided>

Statement of Certification:

This course is certified for a Theme (blank) as of

Course Syllabus**Course Syllabus:**

Glos 1105?Special Topics: From Climate Crisis to Climate Justice

Tues/Thurs 2:30-3:45pm

Prof. Michael Goldman, Global Studies and Sociology
mgoldman@umn.edu

Course themes and goals

As the 18-yr old climate activist Greta Thunberg said at the Climate Summit in 2021: "We can no longer let the people in power decide what hope is. Hope is not passive. Hope is not blah blah blah. Hope is telling the truth. Hope is taking action." This course focuses on the global problem of climate crisis, its structural causes and processes, and how people around the world are trying to turn crisis into justice, full of hope and action, for everyone, including the nonhuman natural world. The course will invoke different disciplines to help us understand the complexity: For example, we will study some political economy and history to figure out the roots and routes of the crisis. We will tap into the environmental humanities to learn how people use various forms of art and media to express emotions, concerns, ideas for analysis, and to spur change. Scientific data alone rarely motivate people to action; people are motivated by their hearts, minds, and senses together -- responding to and creating expressive nonverbal and visual forms. We need to complement the work of climate science to help us grapple with the complexities of nature and humanity, especially with the speed and magnitude of climate change occurring the past seventy years. We need to collectively imagine a different world with eco- and social friendly mechanisms of production, consumption, and living that not only stop harming ecosystems and public health but also help us to repair nature and society. We need to think and act -- in this course and in the world -- based on answers to these fundamental questions: Why are we destroying the earth on which we so much depend? How can we comprehend the forces that accelerate economic growth and ecological devastation and how can we reverse these trajectories of forever growth? How might ideas about justice and ecology shape our behavior and role in the world?

The goal of the course is to think through how we can turn things around, in short time, in a spirit of equity and justice for all -- human and nonhuman alike.

Other courses that I and colleagues teach delve deeply into the nature of fossil-fuel-based capitalism, the sobering sciences of climate change, and the rise of the geologic epoch of the Anthropocene, in which all natural systems are affected by human activity. We will spend some time on these important features of the climate issue. But the course will focus more deeply on what people are doing to reverse the climate crisis and create alternative pathways to sustainable and just living. We will have ample opportunity to discuss the why and how and who questions, but we will also learn about the many ways people are trying to transition from crisis to "climate justice", i.e., reducing/eliminating harm to the environment by bringing about

social justice for all.

As Global Studies at the University of Minnesota is an interdisciplinary program with faculty who work in the humanities and social sciences, this course will weave together both approaches of understanding. Drawing from the environmental humanities, we will learn from films, short fiction, and visual art installations in which people express their concerns as well as avenues for change. From the social sciences, we will study the social history and political economy that produced the climate crisis. We will look closely at a range of examples in which governments, corporations, social movements, and communities try to confront the global climate crisis, to learn about what works and what does not, for whom and for which elements of nature. To capture the global of global studies, we will survey multiple ways of knowing and worldviews -- from indigenous peoples of Chile and New Mexico, from cases of decarbonizing lifestyles in Bangladesh and Minneapolis, and from expressions of art, film, and "eco-media" in the Niger Delta, South Africa, and Ghana.

In the last segment of the course, we will research a series of examples of eco-social change, activism, and artistry in Philadelphia, Santiago (Chile), Dakar (Senegal), Santa Barbara (California), indigenous nations of the US, and Minneapolis. We will "adopt" these sites to see what we can learn from experience, produce our own creative interpretation, and if you can, join in with them. The goal is to become knowledgeable in the causes and solutions to the climate crisis and realizing that social justice and equity are necessary to reversing the ecological devastation.

We will take advantage of the small size of the class by emphasizing discussion and interaction. Attendance is required.

CLE requirement statement for the Environment theme

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agribusiness, deforestation, and the like, and their manifold ecological effects ? global warming, sea rise, coral reef bleaching, soil erosion, watershed destruction, droughts and floods, and more. We read texts that cover the rise of the epoch of the Anthropocene and the period of Great Acceleration, starting in the 1950s. We learn about the scientific principles as written in the IPCC reports on the causes and processes of greenhouse gas emissions and global warming.

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In sum, students learn that first, we need to imagine a world of social and ecological justice combining global North and global South together as one human endeavor; next we appreciate and cultivate the ethics of justice through a thorough historical reading of how we got here; finally, we learn about the socio-political perspectives of change that are necessary to these environmentally destructive trends. Students learn that most of the worst of our social practices have a relatively recent history, since the 1500s with the great acceleration occurring since the 1950s, i.e., there is nothing innate, natural, necessary about these destructive practices. They can be transformed and produce a much more just and equitable, nonviolent and environmentally sustainable world.

The course also meets the expectations of the university's student learning outcomes (SLO) criteria. This course prepares students to identify, define, and solve problems related to questions of global development, ecology, economy, governance, and rules of law; helps students to locate and critically evaluate information; master a body of knowledge and a mode of inquiry on global institutions of power and knowledge; communicate effectively; and help develop skills for effective global citizenship and life-long exploration and learning.

Class requirements, assignments, activities

The class meets twice a week in which we will collectively present and discuss the materials assigned ? sometimes a reading of nonfiction, an online lecture, a short story of fiction, podcast, film, or artwork. The in-class learning experience will be based on the ideas and questions you bring to the sessions. Students will be asked to upload a commentary on the works once in a week. As there will be 24 or so opportunities to submit a commentary, each student will be asked to comment approximately 12 times throughout the semester. You would upload onto the Canvas site (in the assignments folder) a two paragraph (or more) commentary of your impression and analysis of the materials of the day (as the course develops, you will be asked to include ideas from earlier materials from the class) and you will be asked to present the comment/ideas to the class. This is how we will kick off each session, with commentaries and discussion of them. As well, there will be two short (three page, 1.5 spacing) and one longer final paper (seven pages, 1.5 spacing) due throughout the semester.

Grading rubric

The final grade will be determined based on the following grade breakdown:

Paper #1 (3 pages)	15%
Paper #2 (3 pages)	15%
Final paper (7 pages)	30%
Commentaries	15%
Attendance, participation	15%
In-class presentations	10%

There will be an end-of-semester group project that includes a research component and a class presentation. The presentation can be in any form: an artistic or media-based expression ? a podcast, visual artwork, work of fiction, or a talk and slide show.

Class materials

Most of the materials will be accessible through links on the Canvas site. One required book is

available at the UofM Bookstore, in hard copy. Jason Hickel, *Less is More: How Degrowth will Save the World*, Penguin Books, 2020.
Class schedule

Tues Jan 17: Imagining climate justice -- ?blah-blah-blah? versus action

Introduction to the course ?themes, goals, and mechanics

We will look at these different views of the issue of climate crisis to get a sense of different approaches and discourses to the problem

- 1) Greta Thunberg (20-yr old Swedish climate activist) speaks at UN Climate Youth Summit, 2021:
 - 2) The MN350 website
 - 3) The ExxonMobil climate action website
- What do 'climate crisis' and 'climate justice' mean to these folks?

Thurs Jan 19: Envisioning Life after climate crisis

Assignment: Watch parts of the press briefing of the Indigenous Climate Action Org, Dec 2022 and read portions of the new summary report on Land Back as a necessary solution: <https://www.indigenousclimateaction.com/entries/cop15-dcp-report-launch>
Come to class with a list of what you think are the key points from this new report and/or the video press conference.

In class, we will read and discuss a few New York Times articles on climate (just from Sunday January 15, 2023) ? on trying to avoid plastics for one day in NYC; on a German village where climate activists were evicted and was bulldozed to expand a coal mine; and the complex role of Wall Street/global finance in the pressure on Ecuador to deforest parts of the Amazon to exploit oil reserves; and what ExxonMobil scientists knew about climate change forty years ago, and refused to publicize.

Tuesday, Jan 24: What emotions matter in Climate activism?

Assignment: Read Kleres and Wettergren (2017) "Fear, hope, anger, and guilt in climate activism " *Social Movement Studies*, 16:5, pp 507-519.

Thurs Jan 26: What can art (i.e., artistic practices), media visuals, and hope accomplish?

Assignment: Read/Look at:

- 1) Greenpeace TV ad (1.5 minutes) on Boris Johnson (2021): <https://www.google.com/search?client=firefox-b-1-d&q=Greenpeace+UK+comercial+on+plastics#fpstate=ive&vld=cid:1fcd933c,vid:Hr6RqGg6ExE>
- 2) climate activism article in The Grist: <https://grist.org/protest/confrontational-climate-protests-civil-disobedience-soup-van-gogh/>
- 3) Fabrice Montiero's *The Prophecy*, a photography exhibit: <https://www.themantle.com/arts-and-culture/photographic-confrontations-fabrice-monteiro-interview>

In class, we will watch the 20 minute documentary on the making of *The Prophecy* and discuss these various ways of conveying worldviews on the climate crisis.

Tues Jan 31: Welcome to the epoch of the Anthropocene

Assignment: Read *Less is More: How Degrowth will Save the World* by Jason Hickel, Penguin Books, 2020, ?Welcome to the Anthropocene,? pp. 1-38.

Thurs Feb 2: A short history of capitalism (and its ecological and social transformations)

Assignment: Read Hickel, ?Capitalism-A Creation Story,? pp.39-80.

Tues Feb 7: accelerated system of growth and culture of ?growthism?

Assignment: Hickel, ?Rise of the Juggernaut?, pp. 81-125.

Thurs Feb 9: *Less is More*

Assignment: Hickel, ?Secrets of the Good Life,? pp. 169-204.

Tues Feb 14: *The Future is Now*

Assignment: Hickel, *Pathways to a Post-Capitalist World*, pp. 169-204.

Thurs Feb 16: It's a small world after all

Assignment: Hickel, "Everything is Connected," pp. 251-290.

Tues Feb 21: Review for paper

Bring an outline and draft of your thesis paragraph

Thurs Feb 23: Paper is due, upload to Canvas site

In-class, we will discuss an example of plastic and its artistic renditions.
 "Life and Death in the Anthropocene: A Short History of Plastic" by Heather Davis,
<https://heathermdavis.com/>, who also curates a show on Plastic Art with the Synthetic Collective. <https://syntheticcollective.org/>

Tues Feb 28: The Enormity of the ecological footprint of growth

Assignment, watch the film: "The Anthropocene: The Human Epoch"
 Come to class with discussion points on the film. What are the messages, how are they conveyed, how are these images and narrative persuasive in its impact and communication?

Thurs March 2? And the thrills of a future of alternatives

At-home, watch the film "2040: Join the regeneration" (2019) and we will discuss examples in the documentary film of current (and future) eco- and social transformation.

Discuss each innovation (captured in the film) and its feasibility here, now
 Everyone takes on a different innovation.

Tues March 7, Thurs March 9: Spring Break

Tues March 14: Solar futures

Reading: The Weight of Light: A Collection of Solar Futures (Arizona State University, Center for Science and the Imagination), 2018. "Big Rural", a short fiction, pp107-120; "Light and Shadows on the Edge of Nowhere," (commentary on fiction), pp. 121-126; and "Designing Socially Relevant Solar Photovoltaic Systems," pp. 127-137.

Discussion on the social and the political of the future of solar

Thurs March 16-- City- and Region-level "Green New Deals"

Assignment: MN350 materials on the Minneapolis Green New Deal. First, why is it called 350? Second: Here is their 5-page action plan

Download Here is their 5-page action plan. Read and tell us what you think are the most important plans, and also what issue's significance you are confused by, and/or think is missing. Third, Look at their website and call out what you think is the most central and unexpected issues on their agenda, how you think they define 'collaboration', and what is their (very) broad definition of 'green'. What might be their strategy and hope for such a broad campaign? <https://mn350.org/>

Links to an external site.

Our speaker just asked for this article be included, a news article that describes another campaign she is involved in, on preventing air pollution in MN communities:

<https://sahanjournal.com/climate-environment/cumulative-impacts-bill-minnesota/>

Links to an external site.

and Jesse will refer to this map in her presentation, so maybe have it open or accessible during class: <https://shane98c.github.io/mcea-map/public/>

Guest Speaker: Jesse Meisenhelter, Take Action MN/MN350 community organizer

Week 10: Green New Deal policy proposals

Tues March 21 ? Here are three reports from a Sociology/Climate Lab at UC-Berkeley.

<https://sc2.berkeley.edu/>

Links to an external site. (check it out!)

Read and become an expert on two of them by the end of this week, you choose which ones.

Assignment: Read either the schools/education report

Download schools/education report (you can skim some parts, 50 pages), or the transportation report

Download the transportation report (36 pages).

Second Paper Prompt Announced Here:

Here's a short article in the MN Daily (March 2023) on climate action at the U:
https://mndaily.com/275841/news/umn-office-of-sustainability-works-to-fight-climate-change/?utm_source=MN+Daily+News+-+Email+Edition&utm_campaign=d5084bb553-EMAIL_CAMPAIGN_2023_03_03_07_53&utm_medium=email&utm_term=0_-d5084bb553-%5BLIST_EMAIL_ID%5D

Thurs March 23: let's talk about green/just housing, transport, and schools/education
 Assignment: Read the public housing report
 Download the public housing report (20 pages).

Week 11: Indigenous action plans in Chile and North America, and the Green New Deal in Santa Barbara

Tues March 28: New insights and possibilities in Chile

Chile: the rise of the 'Green Constitution' campaign, and the indigenous (Mapuche) worldview, ecology, and art.

Assignment:

Read 1) Pier Giorgio DiGiminiani, 'The Limits of Care:

Download The Limits of Care: Vitality, Enchantment, and Emergent Environmental Ethics among the Mapuche People,' Environmental Humanities, July 2022, 19 pages.

2) NY Times article on the vote for the green constitution in Chile (maybe 5 pages):

<https://www.nytimes.com/2021/12/28/climate/chile-constitution-climate-change.html>

Links to an external site.

Thurs March 30: The Green New Deal in California and the global "Red Deal"

Assignment: Listen to this 30 minute interview with two indigenous scholar/activists on the "Red Deal", or an indigenous view on how to save the earth:

https://www.democracynow.org/2021/4/22/the_red_deal_extended_interview_with

In class we will hear from Prof. David Pellow, Dehlsen Chair and Professor of Environmental Studies and Director of the Global Environmental Justice Project at UC-Santa Barbara. He is a world-renowned author on critical environmental justice, species rights, ending mass incarceration, economic globalization, and much more. He will talk with us about his role in producing a climate justice action plan in the Santa Barbara region of California.

Week 12: Write your second paper

Tues April 4

Second paper review: come with your thesis and outline and we will workshop papers. Tuesday commentary folks, upload yours onto the discussion site

Thurs April 6

paper due in class. We will decide final project groups in class -- topics, locations, priorities

Week 13: design your own climate agenda and action plan

Tues April 11: A climate justice agenda for your city/community

Research and action -- Break up into groups, choose a city or national plan, and gather information, data, perspectives for a plan for the next ten years -- in groups, each consider a specific angle -- work, transit, housing/residential, justice, ecosystems -- you decide
 Thurs April 13: work in groups in 'class'

Week 14: research for action

Tues April 18 and Thurs April 20

Research and action -- Break up into groups, choose a city or national plan, and gather information, data, perspectives for a plan for the next ten years -- in groups, each consider a specific angle -- work, transit, housing/residential, justice, ecosystems -- you decide

Tues April 25: Class presentations of final projects/paper ideas

Last class Thurs April 27: Class Presentations and Wrap-up

Hand in final projects Thursday May 4th to professor ? through Canvas or in person.

Extra resources:

'Trouble with Wilderness; or, Getting Back to the Wrong Nature?'

by William Cronon in William Cronon, ed., Uncommon Ground: Rethinking the Human Place in Nature, New York: W. W. Norton & Co., 1995, 69-90.

'A Tour of the New World: Envisioning Life after Climate Change?' in The New York Times magazine, text by David Wallace-Wells, Illustrations by Anuj Shrestha, Oct 30, 2022.
<https://www.nytimes.com/interactive/2022/10/26/magazine/visualization-climate-change-future.html>

Leah Stokes? podcast on climate: A Matter of Degrees: <https://www.degreespod.com/>

'This Year was the Beginning of Transitions, New York Times, 25 Dec 2022:

<https://www.nytimes.com/2022/12/25/opinion/gas-prices-crisis-climate-change.html>

Maya Lin: What is Missing? A NYC-based art exhibit: <https://www.whatismissing.org/>

38-minute presentation by Rob Nixon on his book, *Slow Violence*; Environmentalism of the Poor:
<https://www.youtube.com/watch?v=VOUGOLS14gs>

Ecotopian tool kit:
<https://ecotopiantoolkit.wordpress.com/program-2/>

Projects of community-based research in US cities: <https://sc2.berkeley.edu/>
 ?

COLLEGE OF LIBERAL ARTS POLICIES

GRADES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)

A- 3.67 grade points

B+ 3.33 grade points

B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)

B- 2.67 grade points

C+ 2.33 grade points

C Achievement that meets the basic course requirements in every respect (2.00 grade points)

C- 1.67 grade points

D+ 1.33 grade points

D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)

F Performance that fails to meet the basic course requirements (0 grade points)

S Represents achievement that is satisfactory, which is equivalent to a C- or better.

N No credit. Its use is now restricted to students not earning an S on the S-N grade base

I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.

W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

FINAL EXAMINATIONS (see schedule on the Calendar web site at onestop.umn.edu/calendar/final-exam-times): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE: As a student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (<https://policy.umn.edu/education/makeupwork>).

COURSE PERFORMANCE AND GRADING: Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for

examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined on-line at <https://communitystandards.umn.edu/know-code/consequences>)

ELECTRONIC DEVICES: University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. For the complete policy, visit: <http://policy.umn.edu/education/studentresp>

SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop"). For the complete policy, visit:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/>

Strategic Objectives & Consultation

Name of Department Chair Approver:

Evelyn Davidheiser

Strategic Objectives - Curricular Objectives:

How does adding this course improve the overall curricular objectives of the unit?

This course is a part of our broader effort to expand our offerings at the 1xxx level in response to declining majors and our new major requirements.

Strategic Objectives - Core Curriculum:

Does the unit consider this course to be part of its core curriculum?

Yes. It is part of the core curriculum. It will count as one of the 5 Global Studies classes required in our new major.

Strategic Objectives - Consultation with Other Units:

Before submitting a new course proposal in ECAS, circulate the proposed syllabus to department chairs in relevant units and copy affiliated associate dean(s). Consultation prevents course overlap and informs other departments of new course offerings. If you determine that consultation with units in external college(s) is unnecessary, include a description of the steps taken to reach that conclusion (e.g., catalog key word search, conversation with collegiate curriculum committee, knowledge of current curriculum in related units, etc.). Include documentation of all consultation here, to be referenced during CCC review. If email correspondence is too long to fit in the space provided, paraphrase it here and send the full transcript to the CCC staff person. Please also send a Word or PDF version of the proposed syllabus to the CCC staff person.

We consulted with CSCL, SOC, and a representative for the SUST minor outside of CLA.

From Michelle Garvey in SUST: Mary Hanneman reached out to me, and I provided this feedback: "I think there is plenty of room for more climate justice courses, so please give my vote to Michael to proceed. This is a deeper dive into climate than the SUST3017:EJ course can accomplish."

From Teresa Swartz in SOC: I have had the opportunity to review this proposed course syllabus and related courses in Sociology. We do not see a conflict with this 1000 level course with any of our courses at that level and believe it would be an important addition to CLA's curriculum on the climate crisis and justice, and hopefully will spark early student's interest in furthering their study on this pressing issue.

From Cesare Casarino in CSCL: This is a fantastic course! There is no major overlap with any of our courses. Thank you for checking with us."

4/18/2023: Associate Deans of various colleges were consulted and CBS, CCAPS, CDES, CFANS, CSOM, and SPH responded "no concerns." SON, CSE, and CEHD did not respond. KAE

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Information current as of May 05, 2023