

ANT 246
Climate Justice & Social Action
Fall 2020

Tues/Fri 11 am – 12:20 pm

Professor: Miriam Shakow
shakowm@tcnj.edu

Class Location: Zoom: <https://tcnj.zoom.us/j/94452320579>

Drop-in Student Hours:

Tues/Fri 9:30 – 10:30 am, 4:30-5:30 pm.

Office Location: Zoom: <https://tcnj.zoom.us/j/8208689715>

For Appointments at other times, sign up in my Google Calendar:

<https://calendar.google.com/calendar/selfsched?sstoken=UVBzU2hsbGh4dm9CfGRIZmF1bHR8NTdIZjIhNGE2MjJYTJmYWl3NDI3YjE0NDM1YjZjZTE>



People's Climate March, September 21, 2014.
https://peoplesclimate.org/wpcontent/upload/2018/02/climate_march_youth_ap_img.jpg

Course Description

Welcome! This course provides the opportunity for you to develop skills to take meaningful and effective action on climate change and other social issues. Climate change is one of the most critical issues of our time, yet most people find it difficult to incorporate a response to climate change into their

daily lives and our current political systems are just beginning to address this problem of large scope and complexity.

The purpose of the class is to empower you to understand climate change, learn the effective ways to address climate change policies, and to act. You will get out of this course what you put into it. It's intended for people who care about their planet and their communities and are willing to work for it! Through the key concepts of environmental justice and climate justice, you will choose an issue and launch a campaign to institutionalize the solution to that issue.

What is unique about this course is that it is designed to do social action. Instead of just reading about it in a book, you will learn about how to bring about social change by *doing* it. We will still use “book knowledge,” but my hope is that this knowledge will be challenged by what you’re learning in your social action campaigns, and that you will develop a more critical and deeper understanding of public issues and community change through action and reflection. Thus, this course is an action-oriented, solutions-based, course on community activism.

Course Goals

After successful completion of the course, students will:

- Know the root causes, environmental effects, and social impacts of climate change.
- Understand the ways in which racism, classism, and gender inequality magnify the harmful impacts of climate change within the U.S. and around the world.
- Understand climate change as a structural problem requiring systemic and collective, as well as individual, action.
- Trace the ways in which powerful groups and institutions’ interests shape the public’s stances on climate change.
- Gain skills for policy planning and activism around climate change, including campaign planning, research, constructive group participation, member recruitment, public speaking, and running events
- Gain confidence in their collective power to address important societal problems, including but not limited to climate change.

Community Engaged Learning Courses

As participants in an advanced community engaged learning (ACEL) course, we will be working in community-engaged group projects and so we will need to be flexible and patient about scheduling and re-scheduling, recognizing that not all of our planned activities will occur. Similarly, I may add short readings and/or subtract readings and assignments throughout the semester, based upon my evaluation of the needs of students and based upon student requests. Therefore, please expect this syllabus to change. I will announce all changes in as far advance as possible.

Required Texts

1. Hawken, Paul, Ed. 2017. *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming*. New York: Random House. **EBOOK.**
2. Myers-Lipton, Scott. 2018. *Change! A Student Guide to Social Action*. New York: Routledge. **PERUSALL.**
3. Articles posted on Canvas and in Perusall.

Diversity, Equity, and Inclusion @ TCNJ

This course is designed to be in keeping with TCNJ’s Statement of Diversity, Equity, and Inclusion:

The campus community of The College of New Jersey is composed of people with diverse backgrounds, perspectives, and experiences. Given the increasing diversity of the population of the United States and the cultural effects of globalization, we must continually build upon our efforts to ensure that all perspectives can be expressed. Our commitment to inclusiveness means that the campus community will constantly evaluate college policies, procedures and practices to remove those barriers that may affect our ability to be a welcoming and safe environment.

We commit to treating each other with civility and respect, and working together in a spirit of fairness and cooperation. Our individual commitment to inclusiveness requires that each of us becomes aware of our own assumptions about human behaviors, biases, preconceived notions and personal limitations. Collectively, we will have honest, yet respectful, discussions regarding different points of view pertaining to values and cultural issues. In our individual spheres of influence, we will engage in dialogue, activities, gatherings and conversations to ensure that we live out our commitment to inclusiveness. When we inspire those within our circles of influence to promote the importance of inclusiveness, we are poised to influence not only our campus, but also our local, national, and global communities.

<https://diversity.tcnj.edu/campus-diversity-statement/>

Assignments and Grading

Note: I will post in Canvas more detailed instructions in advance of each assignment's due date.

1) Participation in weekly Tues/Fri classes and online Discussion Posts

Each class session may include:

- Analysis of the assigned readings/films to help students understand, synthesize, and apply them
- Student-led, facilitated discussions on the readings/films
- Short presentations by students to get feedback and troubleshoot on their campaigns
- Small campaign-group mini-meetings with Dr. Shakow
- Mini-lectures by Dr. Shakow
- Guest speakers: students and activists who've done action projects before; climate experts

Guidelines for Participation - My hope is that this course will transform the way you see the world and I want you to do well. Participation is a crucial component of your final grade. Readings, lecture, presentations and discussion complement each other; you will do best in the course if you participate actively in all. Full participation credit also requires you to be an active contributor in the class, asking questions, participating in campaign activities, listening carefully to others, and engaging thoughtfully and respectfully in discussion with your classmates. Your participation grade will depend upon the quality, as well as quantity, of your course participation.

Seek Support! - If you find that you are having trouble participating actively in class discussion or in your Social Action Campaign group, contact me ASAP to discuss strategies for participation.

Grading Standards for In-Class Participation -

Excellence (A) requires that you play a leadership role in the large class discussion and your campaign group, apply the text, discuss points articulately and respond thoughtfully to other's views; ask insightful questions, and take responsibility for the direction of the class discussion and your campaign group.

Above average (B) requires that you participate regularly in the large class discussion and your campaign group, demonstrate extensive knowledge of the text, discuss points articulately and respond

intelligently to other's views; ask insightful questions, but you do not take a strong leadership role in the overall class discussion and the direction of your campaign group.

Average (C) requires that you follow the discussion in the large class and your campaign group, make occasional comments, demonstrate a basic knowledge of the text, and sometimes ask questions in the large group and your campaign group.

Online Discussion Posts – For days that these are assigned, post in the thread in the “Discussion” section of the Canvas course website. Some discussion posts require answering some questions I pose. In addition, you should post at least one question you would like to discuss in class. The questions you pose on the readings should be aimed at sparking class discussion or clarifying **central** arguments in the readings. Write at least five sentences total for your discussion questions and address at least two of the readings/films due that day. The questions that you pose should also relate the readings to your own observations, to the topics in this course, or to your readings from other courses.

For each of your discussion questions:

- a) First, cite a quote from the author, including page number or minute counter.
- b) Briefly state your personal reaction or compare the author’s perspective to the perspective of other authors from the course.
- c) Pose your own question to the class.

2) Perusal Readings

3) Short Quizzes

These quizzes will be short-answer format on Canvas, 3-7 questions on each, and I will alert you one class session ahead of each quiz. Their purpose is to reward you for doing the readings. I will drop your lowest quiz grade.

4) Social Action Campaign Portfolio submitted on Canvas

- At least 2 hours weekly of **publicizing your campaign, presenting to other classes, attending other allied groups' meetings**, or similar face-to-face public outreach **starting in Week 3**, documented with a photo on Canvas, as well as a short narrative of what you did and how passers-by responded.
- **Survey** of at least 10 students and 1 faculty and/or staff about your campaign issue
- At least one **flier, social media post, website**, or ¼ page **info sheet** for your social action campaign
- **Weekly virtual meeting** with your campaign group, documented with a photo on Canvas, **starting Week 3**
- Participate in planning and executing at least one highly-visible, **major campaign kickoff event** with your group. "Major" = your group has notified the TV or news media, planned the agenda, recruited participants, advertised, and followed the guidelines from class lecture and readings.
- **Policy White Paper**
- **Reading Response Questions to Myers-Lipton** in which you apply the reading to your own campaign
- **Final Group Presentation in Class** on your social action campaign
- Quality, detail, and thoroughness of individual contributions to your group's **Campaign Notebook**
- **Final paper** on your social action campaign (6 pages)

5) Engagement in Action Campaign throughout the semester

- Completion and full documentation of required 30 Campaign hours in **Task list/Time Log in Class Google Drive**. (30+ hours = A, 25-29 hours = A-, 20-25 hours = B range, 15-20 hours = C range).
- Subjective assessment by professor of student’s engagement throughout the semester
- Using constructive criticism to guide campaign actions
- Help group members keep track of campaign tasks to carry out, who will do them, and help keep self and others accountable for completing tasks in a timely way.
- Self-assessment
- Peer assessment

Summary of Course Assignments and Grading Breakdown

Assignment	% of grade	Count toward 30 Campaign hours?
Participation - In Tues & Fri Zooms, including presentations, and online discussion posts	15%	No
Reading Quizzes	5%	No
Perusall	10%	No
Portfolio – Smaller assignments, including: public narrative assignment, survey of students, faculty, staff, or community members about your campaign issue; Media: Flier, website, social media account, or ¼ page info sheet	10%	No
Portfolio - Policy White Paper	5%	No
Portfolio - Myers-Lipton Reading Response Questions	10%	No
Portfolio - Final Group Presentation in Class	3%	No
Portfolio - Individual Portion of Final Group Campaign Notebook	5%	No
Portfolio - Final Paper	5%	No
Assessment of your effort and constructive leadership in campaign, based in part on weekly time log and completion of campaign group tasks	15%	No
Weekly meetings with campaign group – Photos, Task List, and Reflection	7%	Yes
Face-to-face or other real-time public outreach with allies or new potential members such as through in-class recruitment presentations - Photos and Reflection	10%	Yes
Total	100%	

Citation Guidelines

Use Chicago author, date style. The citation guidelines are in the Introduction Module in Canvas and here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Late Assignment Policy

Assignments on Canvas before the beginning of the class listed on the syllabus, unless noted otherwise. If you miss an assignment for a legitimate reason, secure the necessary documentation BEFORE you try to turn in late assignments or they will incur a penalty. Documentation includes notes from your dean, or other official or printed records of critical events (such as funerals). Without documentation, assignments lose one third of a grade (for ex., from B to B-) per calendar day late, including Saturdays and Sundays. All of the late and make-up policies apply equally to all students and no exceptions will be made (even for you!). If you are experiencing a family or personal emergency, please let me know ASAP so we can brainstorm the best plan for you.

Grading Standards for Coursework

A = work of quality that is **distinctly superior** to that normally expected of students – truly excellent work. Essays are beautifully written, insightful, well-organized, clear, thorough, and original. Exam questions are answered thoroughly and with utmost clarity, with specific examples and sophisticated interpretation and analysis.

B = work of good quality – **very strong work**. Essays are authoritative but conventional or “not-quite-complete” in their analysis or use of detail. Quiz questions are answered thoroughly, but with minor deficiencies in organization, coherence, or accuracy.

C = work which is acceptable for credit, but in which the student exhibited one or more serious deficiencies – adequate work. Essays are competent, but conventional and may lack specificity or thoroughness. Exam questions are answered ably, but partially lacking nuance or detail.

D = work which is barely acceptable for credit – narrowly passable work. Essays are incomplete or tangential to crucial issues. Exam questions are answered breezily, with overgeneralizations, clichés, and/or inadequate reasoning.

F = Unacceptable work.

Course Grading Scale

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	62 and below = F
77-79 = C+	

Note: All readings and written assignments are due to be read or posted online before class begins on the day they are listed.

Selected Information About This Course & TCNJ Policies

This Advanced Community Engaged Learning (ACEL) course is worth four credits, equivalent to one unit. It satisfies the Social and Behavioral Liberal Learning domain and Global liberal learning civic responsibility requirement.

Attendance Statement:

While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, performance, field experience, or other activities which may take place during class sessions. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities. In all circumstances, it

remains the student's responsibility to initiate discussion about absence and arrangements for making up any missed work with each instructor.

Students who will be absent should always email the professor before class as a courtesy. Students who miss more than one class during the semester are required to meet with me during office hours.

Academic Integrity Statement:

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

Final Exam:

For each course, there shall be a final evaluation. Such an evaluation may take the form of an in-class final exam, a take-home final exam, a final paper or a final project. Other formats may be acceptable as well. In each case, the evaluation should be comprehensive and integrative in nature, but not necessarily cumulative. The final evaluation does not need to exhaustively cover details from the entire course, but should instead require students to identify the major themes covered during the semester and to synthesize these concepts in a holistic and integrated manner. The grade on the final evaluation must count at least 15 percent, but may not count more than 50 percent, toward the student's final grade for the course.

Fourth Hour:

This course meets for 3 hours per week. It is worth 1 unit (4 credits) because the students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous. (Criteria F, History Department Curricular Map)

Accessibility and Accommodations:

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Accessibility Resource Center (609-771-3199).

Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

Students who experience barriers in this course are encouraged to contact the instructor as early in the semester as possible. The Accessibility Resource Center (ARC) is available to facilitate the removal of barriers and to ensure reasonable accommodations. For more information about ARC, please visit:

<https://arc.tcnj.edu/>.

Recording of Class Sessions:

Class meetings will be recorded so that students who miss a session can catch up more easily.

Recordings will only be available to members of our class through our Canvas course site.

IT Support:

This course will utilize live Zoom sessions. If you do not have access to the necessary equipment for this course, TCNJ can provide it for you for the semester. Please contact care@tcnj.edu to help you secure the needed technology free of charge. This is a confidential process. If you need assistance in this process, however, please let me know. Please note the Accessibility Resource Center (ARC) is available to help facilitate the removal of barriers and to ensure reasonable accommodations if needed. For more information about ARC, please visit: <https://arc.tcnj.edu/>.

If you have technology needs during the semester, please contact the IT Helpdesk at 609-771-2660 or helpdesk@tcnj.edu.

Prerequisites for this course: None

This course fulfills the following learning goals for the School of the Humanities and Social Sciences and the Department of Sociology and Anthropology: Written Communication, Oral Communication, Critical Analysis and Reasoning, Information Literacy, Ethical Reasoning and Compassion

This course fulfills the following learning goals for the “Community Engaged Learning” civic responsibilities designation:

Students should seek to sustain and advance the communities in which they live by engaging in an informed and academically based service experience.

- Students should think critically, analytically, and inclusively about their society. They should develop a hands-on understanding of class, power, and privilege.
- Students should develop the means to apply the knowledge they gain from their academic experiences within the context of everyday community life. They should understand how to accept responsibility for active and engaged citizenship in a complex and diverse society.

This course fulfills the following learning goals for the “Global” liberal learning civic responsibilities designation:

Students should have an understanding of the nature of the global community and the complexities of modern society in an international context.

- Students should understand how experiences across cultural and social boundaries challenge cultural-centric preconceptions. Students should understand the complexity and connectedness of the world. Students should recognize the international dimensions of academic disciplines.
- Students should be able to understand divergent points of view in the global community. They should recognize and respect a culture or society that is different from their own and comprehend some of its connections with other parts of the world.
- Students should understand the development of cross-cultural differences. They should adopt responsible approaches to global issues and policies.

Class Schedule

Note: All readings and written assignments are due to be read or posted online before class begins on the day they are listed.

Date	Topic and Reading/Watching Assignment Due Before Class	Additional Assignment to Submit Before Today's Class
Tue Aug 27	Course Introduction What are policies? What is anthropology? Why take collective action on climate change policy?	

<p>Fri Aug 30</p>	<p>Environmental Justice & Climate Justice: How is climate change affecting vulnerable people and living systems around the world right now?</p> <p>Read before class:</p> <ul style="list-style-type: none"> • Sengupta, Semini and Nadja Popovich. 2018. "Global Warming in South Asia/ 80 million at Risk." <i>The New York Times</i>. June 28. [Canvas] • Pfeiffer, Mary Beth. 2018. "How Lyme Disease became the first epidemic of climate change" <https://aeon.co/essays/how-lyme-disease-became-the-first-epidemic-of-climate-change>. April 2. Accessed 4/4/18. [Canvas] • Torres Rivera, Agnes. 2018. "Hurricane Maria made me a climate change refugee." <i>Teen Vogue</i>. May 7. [Canvas] • Upton, John. 2017. May 10. "The Injustice of Atlantic City's Floods." https://reports.climatecentral.org/atlantic-city/sea-level-rise/ [Read Online] • Semple, Kirk. "Central American Farmers Head to the U.S., Fleeing Climate Change." <i>New York Times</i>. April 13, 2019. [Canvas] • Diamond, Jared. 2008. "What's Your Consumption Factor?" <i>New York Times</i>, January 2, 2008. [Canvas] • "Introduction to Climate Justice." <i>Climate Justice in British Columbia: Lessons for Transformation</i>. <teachclimatejustice.ca. > Accessed 8/26/18. [Canvas] • Bronx Climate Justice North's "What is Climate Justice?" <https://bronxclimatejusticenorth.wordpress.com/about-us/climate-justice/> Accessed 8/26/18. [Canvas] <p>In class</p> <ul style="list-style-type: none"> • Sign up in advance to read and present on four of <i>Drawdown's</i> 80 short strategy chapters for next Friday. 	<ul style="list-style-type: none"> • Online Discussion Post • Post Course Pre-Survey on Canvas
<p>Tue Sep 3</p>	<p>No Class (Labor Day - Follow Monday Schedule)</p>	
<p>Fri Sep 6</p>	<p><i>Drawdown</i>: What are the most effective technical policies to address climate change?</p> <p>Read before class:</p> <ul style="list-style-type: none"> • Hawken, Paul, Ed. 2017. <i>Drawdown</i>. Four Chapters you signed up for PLUS Forward, "Language," "Numbers," and pages 216-225. 	<ul style="list-style-type: none"> • Three-minute Presentation on your drawdown chapters • Before class, post at least 3 presentation slides and your notes regarding what you will say <p>**Make sure to bring your copy of <i>Drawdown</i> to class!</p>

<p>Tue Sep 10</p>	<p>How do our climate systems operate and why is the climate changing? & Choose your campaign issue [Class is combined with HIS 388]</p> <p>Read/watch before class:</p> <ul style="list-style-type: none"> • "The Earth from Space." PBS <i>Nova</i>. Feb 13, 2013. Watch: http://www.pbs.org/wgbh/nova/earth/earth-from-space.html [Watch online] • Center for Climate and Energy Solutions. "Global Emissions." <https://www.c2es.org/content/international-emissions/>. Accessed 6/1/18. [Canvas] • "Climate Change: Where we are in seven charts and what you can do about it." BBC News. April 18, 2019. <https://www.bbc.com/news/science-environment-46384067>. Accessed 4/17/19. [Canvas] • Kolbert, Elizabeth. 2015. <i>Field Notes from a Catastrophe</i>. Ch. 2. New York: Bloomsbury. [Canvas]. • "Our Climate, Our Future." 2017. (40-minute film oriented toward middle- and high-school students). https://ourclimateourfuture.org/video/full-experience/. Alliance for Climate Education (ACE). [Watch online]. <p>Guest Speakers:</p> <ul style="list-style-type: none"> • Dr. Mike Aucott, Environmental Chemist • Student campaign leaders, including VegLife, Citizens Climate Lobby, and Princeton RF100 	<ul style="list-style-type: none"> • Online Discussion Post
<p>Fri Sep 13</p>	<p>FIELD TRIP: What is community organizing and how do we do it? At the offices of the East Trenton Collaborative</p> <p>**Special time: Leave campus 9:30 am and return to campus at 4:30 pm. Lunch will be provided**</p> <p>Read/Watch Before Class:</p> <ul style="list-style-type: none"> • Myers-Lipton. <i>Change!</i> Ch. 1 "Issue Development" and Ch. 2. "Setting the Tone." [Your book] • Minieri, Joan and Paul Getsos. 2007. <i>Tools for Radical Democracy</i>. Jossey Bass: San Francisco, CA. Introduction. [Canvas]. • Heglar, Mary Anaise. 2019. "I work in the environmental movement. I don't care if you recycle." June 4. <https://www.vox.com/the-highlight/2019/5/28/18629833/climate-change-2019-green-new-deal>. Accessed 6/8/19. [Canvas] • Huerta, Dolores. "Does Grassroots organizing Still Work?" August 18, 2017. https://www.youtube.com/watch?v=o2iCADt0QS8 [Watch online] 	<ul style="list-style-type: none"> • Online Discussion Post

<p>Sep 13 4-10 pm</p>	<p>Optional Conference in Philadelphia Take 4:20 pm train together from Trenton to Philadelphia to University of Pennsylvania "Designing a Green New Deal," with Naomi Klein and other luminaries</p>	
<p>Tue Sep 17</p>	<p>Climate Justice Campaigns (I) & Preparation for Global Climate Strike</p> <p>Read/Watch before class:</p> <ul style="list-style-type: none"> • Myers-Lipton. <i>Change!</i> Ch. 3 "Change Theory." • Carrera, Catherine, Julia Martin, and Anthony Zurita. 2019. "Climate Strike: NJ Students stage walkout to press for action in climate strike." <i>North Jersey Record</i>. March 15. [Canvas] • Nevett, Joshua. 2019. "The Greta Effect? Meet the schoolgirl climate warriors." <i>The Guardian</i>. May 3. [Canvas] • "You Are Stealing Our Future: Greta Thunberg, 15, Condemns the World's Inaction on Climate Change," <i>On Democracy Now</i>, December 13, 2018. Link: https://www.youtube.com/watch?v=HzeekxtyFOY [Watch online] • "Students around the world go on climate strike": <i>Guardian News</i> March 15, 2019. Link: https://www.youtube.com/watch?v=oJ_QkjieLmw [Watch online] • First 17 minutes of: "The 16 Year Old Calling Out Global Leaders on Climate Change." <i>Vice Media</i>, May 24, 2019. Link: https://www.youtube.com/watch?v=oCVQdr9QF [Watch online] • How to make a flier in Canva: https://designschool.canva.com/courses/graphic-design-basics/design-to-communicate/ [Watch online] 	<ul style="list-style-type: none"> • Portfolio - Myers-Lipton Reading Response Questions Ch. 1 • Post results from survey of 10 students plus one staff or faculty member
<p>Fri Sep 20</p>	<p>Global Climate Strike Action on or off campus together</p> <p>No readings due. Prepare for today's class by publicizing the GCS around campus with fliers and other outreach and finding other students to sign up.</p>	<ul style="list-style-type: none"> • Portfolio - Myers-Lipton Reading Response Questions Ch. 2 and Ch. 3 • Flier due posted online • Post 20 fliers around campus for Global Climate Strike. • Table at least once and aim for 10 other students to sign up. • Post the list of interested students on assignment link in Canvas.

<p>Tue Sep 24</p>	<p>Climate Justice Campaigns (II), Global Climate Strike Debrief, & Finalize Campaign Issue</p> <p>Read/Watch before class:</p> <ul style="list-style-type: none"> • Myers-Lipton. <i>Change!</i> Ch. 4: "Building Power" [Your book] • "Why Climate Change is a Civil Rights Issue: Interview with Jacqueline Patterson." <i>Yes!</i> magazine. [Canvas] • Leonard, Annie. 20-minute film: <i>The Story of Stuff</i>. http://storyofstuff.org/movies/story-of-stuff/ [Watch online] • Princeton Student Climate Initiative (PSCI) documents. [Canvas] • McTeer-Toney, Heather. 2019. "Black Women are Leaders in the Climate Movement." <i>The New York Times</i>. July 25. [Canvas] • "Inside The Sunrise Movement: How Climate Activists Put the Green New Deal On the Map." NBC News. March 6, 2019. Link: https://www.youtube.com/watch?v=N28iaWizJzg [Watch online] • Wilk, Richard. 2013. "Green Consumerism is No Solution." June 14. Blog. Huffington Post and American Anthropological Association. [Canvas] <p>Guest Speaker(s):</p> <ul style="list-style-type: none"> • Princeton Student Climate Initiative leaders 	<ul style="list-style-type: none"> • Discussion Post
<p>Fri Sep 27</p>	<p><u>How</u> are people organizing climate policy movements? & Tactics for Public Education</p> <p>Read/Watch before class:</p> <ul style="list-style-type: none"> • Milman, Oliver. 2018. "Activists channel Martin Luther King with new national climate campaign." <i>The Guardian</i>. June 11. [Canvas] • Stoll, Shannan. 2017. "Native American Women target European banks to Block Big Oil." <i>In These Times</i>. October 27. [Canvas] • Dennehy, Kevin. 2017. "'Climate Action Requires Local Brilliance' Yeampierre tells YESS summit." <i>YaleNews</i>. November 8. [Canvas] • "Our Children's Trust: An Introduction." March 24, 2017. https://www.youtube.com/watch?v=FIAnNUHwcaM [Watch online] • Kalmus, Peter. 2017. "Community Choice Energy in LA Began with a single citizen." <i>Yes! Magazine</i>. Fall. [Canvas] • Smith, Sharon. 2011. <i>The Young Activist's Guide to Building a Green Movement + Changing the World</i>. Berkeley: Ten-Speed Press. Pp. 1-14. [Canvas] 	<ul style="list-style-type: none"> • Discussion Post Due • Photo of you tabling posted online • Photo of you in group meeting posted online • Campaign Time Log posted online

	<ul style="list-style-type: none"> • Norgaard, Kari Marie. 2011. <i>Living in Denial: Climate Change, Emotions, and Everyday Life</i>. Cambridge, MA: MIT Press. Ch. 6. [Canvas] <p>Guest speaker: Rachel Valetta, Climate and Urban Systems Partnership (CUSP), Philadelphia, PA.</p>	
Tue Oct 1	<p>How are our political systems addressing and not addressing climate change?</p> <p>Read/Watch before class:</p> <ul style="list-style-type: none"> • Kenner, Robert. 2014. <i>Merchants of Doubt</i>. Sony Pictures Classics. (96 min) [On Reserve in the TCNJ Library or watch online: https://www.youtube.com/watch?v=npe7Bczj3g&list=PLkAs5QJShg81buZhvKBlgEo6unJdLhtGj&index=3&t=1295s] • Achenbach, Joel. 2015. "Why Do Many Reasonable People Doubt Science?" <i>National Geographic Magazine</i>. March. [Canvas] • Cruz, Ted. 2015. "Congressional Hearings with Ted Cruz." https://www.youtube.com/watch?v=01PP_LAcR4 [Watch any 15-minute segment online] • "Harry Reid wants to kill Senate Filibuster to solve climate change." <https://www.vox.com/2019/8/8/20791579/harry-reid-wants-to-kill-senate-filibuster>. Accessed 8/9/19. [Canvas] 	<ul style="list-style-type: none"> • Portfolio - Myers-Lipton Reading Response Questions Ch. Ch. 4 • Report on meetings with stakeholders
Fri Oct 4	<p>How can we each strengthen our groups?</p> <p>Read Before Class: Myers-Lipton. <i>Change!</i> Ch. 8. "Group Dynamics" & Ch. 5 "Research"</p>	<ul style="list-style-type: none"> • Portfolio - Myers-Lipton Reading Response Questions Ch. 8 • Upload video of yourself giving your organizational rap • Photo of you tabling posted online • Photo of you in group meeting posted online • Campaign Time Log posted online
Tue Oct 8	No Class - Fall Break	Rest and Relaxation

Fri Oct 11	<p>Become an expert on your campaign issue</p> <p>Read before class:</p> <ul style="list-style-type: none"> • Re-read Myers Lipton. <i>Change!</i> Ch. 5 "Research" • Minieri, Joan and Paul Getsos. 2007. <i>Tools for Radical Democracy</i>. Jossey Bass: San Francisco, CA. Ch. 7 "Developing and Running Campaigns." [Canvas] 	<ul style="list-style-type: none"> • Portfolio - Myers-Lipton Reading Response Questions Ch. 5 • Photo of you tabling posted online • Photo of you in group meeting posted online • Campaign Time Log posted online
Tue Oct 15	<p>Local policies for climate change mitigation and adaptation: Preparing for Policy White Paper</p> <p>Read before class:</p> <ul style="list-style-type: none"> • Bloomberg, Michael and Carl Pope. 2017. <i>Climate of Hope: How Cities, Business, and Citizens Can Save the Planet</i>. New York: St. Martin's Press. Ch. 2 and Ch. 7 [Canvas] • "Why not even Trump can stop the renewables revolution." <i>Yes! Magazine</i>. Fall, 2017. [Canvas] • Potter, Brian and Curt Heuring. 2016. "TCNJ Climate Action plan." [Canvas] • Read 10 pages of: Simpson, Walter. 2009. "Cool Campus! A How-To Guide for Climate Action Planning." AASHE. <https://hub.aashe.org/browse/publication/1444/cool-campus-a-how-to-guide-for-college-and-university-climate-action-planning> [Canvas] • Minieri, Joan and Paul Getsos. 2007. <i>Tools for Radical Democracy</i>. Jossey Bass: San Francisco, CA. Ch. 8 "Researching the Politics of an Issue." [Canvas] 	<ul style="list-style-type: none"> • Presentation slides on Myers-Lipton Ch. 5 posted online before class • In-class presentation
Fri Oct 18	<p>Making your Policy White Paper persuasive</p> <p>No reading assignment</p>	<ul style="list-style-type: none"> • Your individual Policy White Paper posted online • In-class group presentation on policy white paper, which includes at least 6 slides • Photo of you tabling posted online • Photo of you in group meeting posted online • Campaign Time Log posted online
Tue Oct 22	<p>Strategy and tactics</p> <p>Read/Watch before class:</p> <ul style="list-style-type: none"> • Myers-Lipton. <i>Change!</i> Ch. 6 "Strategy and Tactics." 	<ul style="list-style-type: none"> • Portfolio - Myers-Lipton Reading Response Questions Ch. 6

	<ul style="list-style-type: none"> • Minieri, Joan and Paul Getsos. 2007. <i>Tools for Radical Democracy</i>. Jossey Bass: San Francisco, CA. Ch. 3 "Recruiting Constituents" and Ch. 10 "Planning a Comprehensive Campaign." [Canvas] • Leonard, Annie. 2018. "The Story of Solutions." http://storyofstuff.org/movies/the-story-of-solutions/ [Watch online] 	
Fri Oct 25	<p>Implement your strategy and tactics (I)</p> <p>Read before class:</p> <ul style="list-style-type: none"> • Myers-Lipton. <i>Change!</i> Ch. 7 "Campaign Kickoff" • Minieri, Joan and Paul Getsos. 2007. <i>Tools for Radical Democracy</i>. Jossey Bass: San Francisco, CA. Ch. 11 "Implementing an Effective Campaign." [Canvas] 	<ul style="list-style-type: none"> • Discussion post • Photo of you tabling posted online • Photo of you in group meeting posted online • Campaign Time Log posted online • Mini-Kickoff scheduled and planned - post reservation online
Tue Oct 29	<p>Implement your strategy and tactics (I)</p> <p>Read before Class:</p> <ul style="list-style-type: none"> • Minieri, Joan and Paul Getsos. 2007. <i>Tools for Radical Democracy</i>. Jossey Bass: San Francisco, CA. Ch. 12 "Running Kick-Ass Actions." [Canvas] 	<ul style="list-style-type: none"> • Portfolio - Myers-Lipton Reading Response Questions Ch. 7 • Your campaign group's interested-student list/petition with 100+ names & contact info
Fri Nov 1	<p>Campaign Kickoff (I)</p> <p>Read before Class:</p> <ul style="list-style-type: none"> • Minieri, Joan and Paul Getsos. 2007. <i>Tools for Radical Democracy</i>. Jossey Bass: San Francisco, CA. Ch. 4 "Involving Members in Building Their Own Organization." [Canvas] 	<ul style="list-style-type: none"> • Portfolio - REVISED Myers-Lipton Reading Response Questions Ch. Ch. 1 Issue Development • Photo of you tabling posted online • Photo of you in group meeting posted online • Campaign Time Log posted online
Tue Nov 5	<p>Election Day! Campaign Kick-off (II)</p> <p>No reading Assignment</p>	<ul style="list-style-type: none"> • Op-Ed Due

Fri Nov 8	No ANT 246 class -- double HIS 388 today	<ul style="list-style-type: none"> • Photo of you tabling posted online • Photo of you in group meeting posted online • Campaign Time Log posted online
Tue Nov 12	<p>Campaign Plan: Sustaining your campaign by building heat and continuous recruiting (I)</p> <p>Read Before Class:</p> <ul style="list-style-type: none"> • Myers-Lipton. <i>Change!</i> Ch. 9 "Campaign Plan" • Minieri, Joan and Paul Getsos. 2007. <i>Tools for Radical Democracy</i>. Jossey Bass: San Francisco, CA. Ch. 9 "Developing a Winning Strategy." [Canvas]. 	<ul style="list-style-type: none"> • Presentation on a social movement (Counts toward Participation)
Fri Nov 15	<p>Campaign Plan: Sustaining your campaign by building heat and continuous recruiting (II)</p> <p>Read Before Class:</p> <ul style="list-style-type: none"> • Fong, Benjamin. 2017. "The Climate Crisis? It's Capitalism, Stupid." <i>The New York Times</i>. November 20. [Canvas] 	<ul style="list-style-type: none"> • Portfolio - Myers-Lipton Reading Response Questions Ch. 9 • Photo of you tabling posted online • Photo of you in group meeting posted online • Campaign Time Log posted online
Tue Nov 19	No ANT 246 class -- double HIS 388 today	
Fri Nov 22	<p>Amplify your Campaign and Meet with your Target</p> <p>Double ANT 246 today -- No HIS 388 today</p> <p>No reading assignment</p>	<ul style="list-style-type: none"> • Portfolio - Myers-Lipton Reading Response Questions Ch. 9 follow-up -- Evaluate your Kickoff Event • Photo of you tabling posted online • Photo of you in group meeting posted online • Campaign Time Log posted online
Tue Nov 26	<p>Evaluating Your Campaign</p> <p>Read before class:</p> <p>Myers-Lipton. <i>Change!</i> Ch. 10 "Evaluation."</p>	<ul style="list-style-type: none"> • Portfolio - Myers-Lipton Reading Response Questions Ch. 10
Fri Nov 29	Thanksgiving Break	Rest and Relax

Tue Dec 3	No ANT 246 class -- double HIS 388 today	<ul style="list-style-type: none"> • Final Campaign Time Log posted online
Fri Dec 6	Double ANT 246 class -- No HIS 388 today No reading assignment due Student Campaign Group Presentations Course Conclusion	<ul style="list-style-type: none"> • Hard copy of Final Campaign Notebook due in binder • Campaign Notebook also posted on Canvas • Final In-Class Presentation • Community Engaged Learning & Research Center Course Evaluation Due
Date TBA to not conflict with Dr. Bender's final exam	Final Paper due on Canvas ONLY End of Semester Self and Peer Evaluation Form due on Canvas ONLY Note: Final paper will include your responses to Myers-Lipton. <i>Change!</i> Chapter 11.	

Selected Recommended Reading (NOT required). Books are available in the TCNJ library and articles are in "recommended readings" folder on Canvas

- Bullard, Robert D. 2005. "Environmental Justice in the 21st Century." In *The Quest for Environmental Justice: Human Rights and the Politics of Pollution*, edited by Robert D. Bullard. San Francisco: Sierra Club Books. Pp. 19-42.
- International Panel on Climate Change (IPCC) "Climate Change 2014 Synthesis Report Summary for Policymakers."
- Jimmy Kimmel Live! (Start at minute 5:00) <https://www.youtube.com/watch?v=9UCdFbyL8y0>
- Obama, Barack. 2008. "The Meaning of Community Organizing." <https://www.youtube.com/watch?v=NElvLp4Oyr0>
- Redfearn, Jennifer. 2011. *Sun Come Up*. Red Antelope Films.
- Rush, Elizabeth. 2018. "Rising seas: 'Florida is about to be wiped off the map!'" *The Guardian*. June 26. < <https://www.theguardian.com/environment/2018/jun/26/rising-seas-florida-climate-change-elizabeth-rush>>.
- Orłowski, Jeff. 2014. *Chasing Ice*. Submarine Deluxe Films/Diamond Docs.
- Kolbert, Elizabeth. 2015. *Field Notes from a Catastrophe: Man, Nature, and Climate Change*. New York: Bloomsbury.
- Jacobson, Mark, et. Al. 2017. "100% Clean and Renewable Wind, Water, and Sunlight All-Sector Energy Roadmaps for 139 Countries of the World." *Joule*. 1: 1-14. Sep 6.
- The Consumption Project: www.lancs.ac.uk/fass/projects/esf/online%20handbook.pdf
- Hulme, Mike. 2009. *Why We Disagree About Climate Change: Understanding Controversy, Inaction and Opportunity*. Cambridge, UK: Cambridge University Press.
- Anderson, Kip, and Keegan Kuhn. 2014. *Cowspiracy: The Sustainability Secret*. (film). AUM Films.

- Kolbert, Elizabeth. 2015. *The Sixth Extinction: An Unnatural History*. New York: Picador.
- Dankelman, Irene, Ed. 2010. *Gender and Climate Change: An Introduction*. Earthscan Press: London and Sterling, VA.
- Wood, Mary Christina. 2014. *Nature's Trust: Environmental Law for a New Ecological Age*. New York: Cambridge University Press.
- Newman, Jonathan Et Al. 2011. *Climate Change Biology*. Cambridge, MA: CAB International.
- Parenti, Christian. 2011. *Tropic of Chaos: Climate Change and the New Geography of Violence*. New York: Nation Books.
- Speth, James Gustave. 2009. *The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability*. New Haven: Yale University Press.
- Rosewarne, Stuart, and James Goodman. 2014. *Climate Action Upsurge: The Ethnography of Climate Movement Politics*. London, New York: Routledge.
- Janes, Craig R. and Oyntsetseg Chuluundorj. 2015. *Making Disasters: Climate Change, Neoliberal Governance, and Livelihood Insecurity on the Mongolian Steppe*. Santa Fe, NM: School for Advanced Research Press.
- Baer, Hans and Merrill Singer. 2009. *Global Warming and the Political Ecology of Health: Emerging Crises and Systemic Solutions*. Walnut Creek, CA: Left Coast Press.
- Barnes, Jessica and Michael R. Dove. 2015. *Climate Cultures: Anthropological Perspectives on Climate Change*. New Haven: Yale University Press.
- Callison, Candis. 2014. *How Climate Change Comes to Matter: The Communal Life of Facts*. Berkeley: University of California.
- Klein, Naomi. 2014. *This Changes Everything: Capitalism vs. The Climate*. New York: Simon and Schuster.
- Freudenburg, William and Robert Gramling. 2012. *Blowout in the Gulf: The BP Oil Spill Disaster and the Future of Energy in America*. Cambridge, MA: MIT Press.
- Hannigan, John. 2012. *Without Borders: The International Politics of Natural Disasters*. Polity Press.
- Norgaard, Kari Marie. 2011. *Living in Denial: Climate Change, Emotions, and Everyday Life*. Cambridge, MA: MIT Press.
- Crate, Susan and Mark Nuttall, eds. 2009. *Anthropology and Climate Change: From Encounters to Action*. Left Coast Press.
- Baer, Hans and Merrill Singer. 2014. *The Anthropology of Climate Change: An Integrated Critical Perspective*. Routledge.
- Nader, Laura. Ed. 2010. *The Energy Reader*. Wiley Blackwell.
- Strauss, Sarah, Stephanie Rupp, and Thomas Love, Eds. 2013. *Cultures of Energy: Power, Practices, Technologies*. Left Coast Press.
- Siegle, Lucy. 2011. *To Die For: Is Fashion Wearing Out the World?* London: Fourth Estate.