

Climate & Society Syllabus

ENR 7380, Autumn 2023

Course Information

- **Course times and location:** Monday and Wednesdays, 10:20-11:40, Kottman Hall 333
- **Credit hours:** 3
- **Mode of delivery:** In-person (P)

Instructor

- **Name:** Jeff Sharp
- **Email:** sharp.123@osu.edu
- **Office location:** 322A Kottman Hall
- **Office hours:** by appointment. Please contact me directly by e-mail to arrange an in-person, Teams or Zoom meeting
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

Graduate standing or permission of instructor (upper division undergraduate students interested in this course are encouraged to contact the instructor).

Course Description

This course explores ways that climate and society are intertwined. We begin by developing a foundation in the physical sciences describing climate change (what/how/why) and then consider ongoing and projected future impacts. Subsequent class sessions will examine the social construction of climate change and consider the range of activities, impacts and adaptations of individuals, communities and nations. Theoretical frameworks for understanding the relationship between society and climate, impacts and adaptations will be explored. Topics related to consumption, social justice, and community adaptation and migration will be examined. The course draws on work in the social sciences, especially sociology, to explore these matters.

Learning Outcomes

By the end of this course, students should successfully be able to:

- Explain how theories, methods and findings from the social sciences improve our understanding of the cause and consequences of global climate change as well as potential responses.
- Describe some changes and anticipate impacts of climate change as identified in the biophysical science of climate change, and how social and political factors can influence how science is conducted, interpreted, and communicated.
- Apply critical thinking skills to examine and debate the merits and implications of potential approaches to mitigate and adapt to the changing climate.

How This Course Works

Mode of delivery: This course is delivered in-person. We will meet in person during each class session throughout the semester (with the exception of university holidays). If modifications are required to the planned meeting schedule, the instructor will communicate any changes using the Announcements tool in CarmenCanvas.

Pace of online activities: This course is organized around our **twice weekly sessions** with a set of readings and assignments for each session as described in the schedule and through the course webpage.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. Moreover, each of you brings unique and important experiences, knowledge, and perspectives that can enrich the learning for all of us. With that in mind, active participation in class discussions and activities makes up a significant component of your grade for this course (described in more detail below). As this course is primarily discussion based, your attendance at each class session is critical. All absences must be approved by contacting the instructor **prior** to the class session you plan to miss. Unexcused absences will result in reduced participation points.

Course format and expectations: This course will primarily consist of small group discussions of readings, supplemented with participatory lectures (including guest presentations), videos, and in-class activities. Because of the interactive nature of this course, students are expected to attend class sessions prepared (defined as having read and reflected upon readings and course content) and actively participate in class discussions. Participation will be observed throughout the term and counted towards the course grade (see below).

While our discussions will involve an active and vigorous exchange of ideas, participants are expected to demonstrate respect for one another at all times. This does not mean we cannot disagree. Differences in beliefs and understandings are welcome and are expected to be communicated with respect for others' beliefs.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- Dunlap, Riley E. and Robert J. Brulle (eds.). 2015. *Climate Change and Society*. Oxford University Press.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection.

Potential additional equipment needs

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for [technology and internet access](https://go.osu.edu/student-tech-access) (go.osu.edu/student-tech-access).

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes, good for 365 days, that can each be used once.

- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

Assignment Category	Points
Class Participation	80
IPCC & Social Science Reaction	20
Climate Impacts Summary & Presentation	30
Discussion Leader	40
Session Reactant	20
Educational Concept Brief	50
Book Review	80
Critical Review Essay	80
Total Points	400

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Grades will be based on performance on the following activities. Assignments will generally be submitted electronically through our course page on Carmen.

- **Class participation (70 pts possible):** Your active engagement is required for the success of this class. Regular attendance is necessary, but not sufficient on its own. Students are expected to be active participants in discussions, activities, and interactions with guest speakers.
- **IPCC & Social Science (20 pts):** For Session #3, scan the IPCC materials assigned for this class. Identify two bullets, boxes or graphs that you find interesting, with at least one of them prompting you to think about the role of the social sciences (as reviewed in Session #2) in further understanding the key idea

and/or in unpacking a societal response to the key idea. In approximately 300 words, explain what you find interesting about the two ideas you chose and your thinking regarding how the social sciences are relevant to understanding or addressing the idea. In class, the assigned reports will be open and you will be asked to identify your idea and thinking in class discussion. Points will be assigned according to your oral and written response. The written submission is due by Midnight on 8/30.

- **Climate impacts summary and presentation (30 pts):** During class session #5, students will report a summary of the current state of knowledge in a particular topic area (selected from a list of potential topic areas). A starting point for resources is the Fourth National Climate Assessment (see <https://nca2018.globalchange.gov/>). Everyone is expected to contribute equally to this assignment and students will assess the contributions of teammates. This project challenges teams to work collaboratively to review a lot of literature/data and distill it into an efficient presentation. The summary will be in the form of a 15 minute presentation outlining the domain of impact and the anticipated national, regional and local impacts. Please leave a couple minutes of the 15 minute presentation to allow for questions. The report should provide an outline of key impacts in bulleted form, visuals as appropriate, and a roster of resources for additional investigation. The presentation should also identify key areas of concern, actions, or additional information needed or questions that need to be answered to better understand or address the impacts in the domain of interest. A pdf of the presentation should be submitted to Carmen under the appropriate "Discussion" section by Midnight the day before class session #5 to allow other students review the presentation prior to class. Also, submit an electronic form of the presentation. Be sure to annotate the source of visuals and tables in the presentation. *Submit one copy per team.*
- **Discussion Leader (60 pts):** Each student will be responsible for serving as a class discussion leader or co-leader during the semester. Assignment of class leader responsibilities will occur during the second class session. Discussion leadership will entail three parts, 1) identification/confirmation of readings/media to assign to be read by all students (this should be completed at least 10 days before the class sessions). The instructor should be consulted and can assist with suggestions and further guidance; 2) A brief opening oral presentation (including a set of between 4 and 7 slides) highlighting the most important two or three points of the chapters/articles under consideration. If there are multiple readings, opening oral presentation should seek to succinctly synthesize some of the material. Creativity in presenting/augmenting the assigned reading material is encouraged. 3) Development of two or three questions intended to stimulate class discussion after the brief opening oral presentation. More than one discussion leader may exist for a class session and students should coordinate with each other regarding how to facilitate discussion.
- **Session Reactant (20 pts):** During the course of the semester, each student

will serve as a session reactant. The roster of sessions in need of a reactant for will be shared by session #3. Students serving as the reactant for a session will be asked to share a recent (last six months) media story (from a newspaper, magazine, or new media), explaining the media story and its significance to the day's topic. A reactant should also come to class with at least three questions to stimulate discussion. Students should submit a link to their media story and the three questions (or more) to the appropriate class discussion section for review by the instructor and fellow students by 8 AM on the day of the class session. Even where there are more than two reactants for a class session, student should still work independently in preparing media story and questions.

- **Educational Concept brief (50 pts):** Students will create a one to two page brief or 5 minute video seeking to explain a key concept pertinent to climate and society. A template or style for the brief or video has not yet been developed, but students are asked to develop an output that is visually appealing and easy to read or view. Briefs should describe the concept, provide engaging example/supplemental information, and explanations of why the concept is important. These educational concept briefs may be used as educational materials for an undergraduate course work relate to climate, society and sustainability or may be circulated to lay audiences through extension and outreach programs. The instructor is available to provide guidance on the brief. A list of possible concepts will be provided to students during the second session of class to be selected. Students can work on this assignment as individuals or as pairs if the video option is selected. This assignment is due at 5 PM on November 29th.
- **Book review (80 pts):** Students in the course are to identify an appropriate scholarly book (single authored or edited volume) related to the subject of climate and society broadly defined. Students can consult with the instructor for ideas. Once you have selected a book, you need to let Dr. Sharp know by October 11 the author and title of the book. Book reviews are to be submitted on or before November 20 to Dr. Sharp. Students will be invited to provide an oral presentation related to their book during Session #24 on November 15th. This oral presentation should cover elements of the book review outline provided below. The final written review need not be completed by this oral presentation date, but a draft should be well along.

Book reviews should be between 800 to 1,200 words. Double spaced, printed copies of your review should be submitted by the due date.

Guidance for the contents of a book review: A book review should indicate both the substance and the value of the book for its intended audience. The review should include a brief overview of the contents of the book and your final evaluation. You may find the following questions useful in preparing the review:

- Does the book have a clear and significant thesis and methodology?
- Is it timely or path breaking?; What is its significance to Climate and Society?

- What is the quality of the author's research and sources?
- Is it well written and clearly organized?
- What is the overall significance of this book in relation to themes covered in this course and/or themes that are appropriate to students interested in Climate and Society?

The entire review including footnotes, indented matter, and references should be double spaced.

- **Critical Review Essay (80 pts):** Students will write a critical review essay on one of the following topics:
 - 1) Climate denial or opposition
 - 2) Individual or community adaptation to climate change
 - 3) A topic of the students choosing with instructor approval

Students are asked to complete an essay of approximately 1500 words (4 to 5 pages double spaced) with the following guidance:

- 1) Briefly review two or three new articles (not assigned in class) from the social science literature or long form essays from popular press outlets (such as the Atlantic Monthly or New York Times Magazine) that are related the chosen topic. Explain and synthesize the significance or main takeaways from these materials.
- 2) Drawing on what you have learned this semester, reflect on some of the challenges and opportunities identified in the material you reviewed and the implications for community or public action related to climate change. It is quite acceptable for your review to tap resources and reflect views that climate change concern is overstated or understated.
- 3) Begin your review essay with citations of the articles reviewed. Footnote as necessary and include a bibliography of any additional materials cited.

This assignment is due by Noon on Tuesday, December 12th.

Late Assignments

Please refer to this syllabus and Carmen for due dates. Late assignments will be docked 10% of the points possible per day late. All health-related accommodations for late assignments will require documentation (e.g., accommodations through the office of [Student Life Disability Services \(SLDS\)](#), a doctor's note, etc.).

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if

you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **36 hours on days when class is in session at the university (quicker during weekdays and likely longer over weekends)**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days of the assignment due date**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+

73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic Integrity Policy

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the

Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](https://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <https://cbasc.osu.edu/>

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles can be found at <https://cfaesdei.osu.edu/about-us/cfaes-principles-community>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for

Diversity, Equity, and Inclusion (<https://cfaesdei.osu.edu/>). If you have been a victim of or a witness to harassment or discrimination or a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

Your Mental Health

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

For students in the College of Food, Agricultural, and Environmental Sciences, David Wirt, wirt.9@osu.edu, is the CFAES embedded mental health counselor on the Columbus campus. To contact David, please call 614-292-5766. Students should mention their affiliation with CFAES if interested in speaking directly with David.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Weather or other short-term closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu

- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

See below for the preliminary schedule of course topics, readings, and assignments. The schedule and assigned readings may be adapted based on student interest, class needs, and availability of guest speakers. Refer to the CarmenCanvas course for up-to-date due dates.

Session	Topics, Readings, Assignments, Due Dates
#1 (8/23)	<p>Introduction: Discuss course: 1) outcomes/expectations, 2) background/goals of participants, 3) assignments, and 4) schedule.</p>
#2 (8/28)	<p>Overview Climate and Society</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Dunlap and Brulle, Chapter 1 • Kari Marie Norgaard, 'The Sociological Imagination in a Time of Climate Change', <i>Global and Planetary Change</i>, 163 (April), 2018, 171-176. <p>Assignments: Students select sessions to serve as discussion leader and reactant. Students organize into teams of 3 or 4 to conduct the climate impact summary for Session #5.</p>
#3 (8/30)	<p>IPCC and Climate Change</p> <p>Background on the IPCC, some history of the IPCC</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Scan the following summary reports for Policy Makers <ul style="list-style-type: none"> ○ IPCC, 2023: Summary for Policymakers. In: <i>Climate Change 2023: Synthesis Report. A Report of the Intergovernmental Panel on Climate Change. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change</i> [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, 36 pages. (in press). ○ AR6 Climate Change 2022: Mitigation of Climate Change ○ AR6 Climate Change 2022: Impacts, Adaptation and Vulnerability ○ AR6 Climate Change 2021: The Physical Science Basis • Also can see more detailed reports at https://www.ipcc.ch/reports/ <p>Assignments: Students report on two interesting bullet points, boxes or graphs from the assigned readings identified during class and submit a brief written report by midnight on 8/30.</p>
#4 (9/6)	<p>Climate Change</p> <p>Guest Lecture, Aaron Wilson, State Climatologist of Ohio, Assistant Professor, Ag Weather and Climate Field Specialist</p>

<p>#5 (9/11)</p>	<p>National to regional climate projections</p> <p>Assigned Readings</p> <ul style="list-style-type: none"> • Scan Summary and Overview material thru page 62 of USGCRP, 2018: Impacts, Risks, and Adaptation in the United States: Fourth National Climate Assessment, Volume II: Report-in-Brief [Reidmiller, D.R., C.W. Avery, D.R. Easterling, K.E. Kunkel, K.L.M. Lewis, T.K. Maycock, and B.C. Stewart (eds.)]. U.S. Global Change Research Program, Washington, DC, USA, 186 pp. doi: 10.7930/NCA4.2018.RiB • Drawing on National Assessment topical reports and regional reports or other state level resources that might be located. <u>Topical student presentations of US, Midwest and Ohio impacts</u> in the following topic areas: <ul style="list-style-type: none"> • Water Resources: Describe projected impacts on water quantity and quality in the U.S., the Midwest, and Ohio • Agriculture and rural communities: Describe the projected effects on agricultural and forest productivity in the U.S., the Midwest, and Ohio • Ecosystems: Describe projected expected effects on ecosystems in the U.S., the Midwest, and Ohio • Human health: Describe projected public health challenges in the U.S., the Midwest, and Ohio • Energy use/production: Describe projected impacts of climate change on energy use and production <p>Assignments</p> <ul style="list-style-type: none"> • Each team will develop a summary presentation of your selected topic area. One summary will be submitted per team. Summaries should be posted to the appropriate Carmen “Discussion” by Midnight the day before class
<p>#6 (9/13)</p>	<p>Climate & Public Opinion (<u>includes student reactants</u>)</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Scan 2023 Yale climate study <ul style="list-style-type: none"> ○ Climate Change in the American Mind: Beliefs and Attitudes, 2023 ○ Climate Change in the American Mind: Political & Policy, 2023 • Dunlap and Brulle, Chapter 9 • Dunlap and Brulle, Chapter 10 (also for session #7)

<p>#7 (9/18)</p>	<p>Climate Skepticism (<u>student led session</u>)</p> <p>Assigned Readings:</p> <ul style="list-style-type: none"> • Dunlap and Brulle, Chapter 10 (continued from session #6) • Additional reading tbd by student group leading session
<p>#8 (9/20)</p>	<p>Education and Communication (<u>Student led session</u>)</p> <p>Assigned Readings TBD, could include the following, student team needs to pick final readings:</p> <ul style="list-style-type: none"> • Monroe, M.C., et al., 2019. Identifying effective climate change education strategies: a systematic review of the research. <i>Environmental Education Research</i>. 25(6): 791-812. • Shome, Debika and Sabine Marx. 2009. The Psychology of Climate Change Communication: A Guide for Scientists, Journalists, Educators, Political Aides, and the Interested Public. Center for Research on Environmental Decisions. <p>Assignments</p> <ul style="list-style-type: none"> • Introduce educational brief assignment
<p>#9 (9/25)</p>	<p>Frameworks for thinking about Climate</p> <p>Assigned readings:</p> <ul style="list-style-type: none"> • Dunlap and Brulle, Chapter 2 • Tentative, Coupled Human/Natural Systems (CHANS) article by Liu
<p>#10 (9/27)</p>	<p>Frameworks (cont.): IPAT (<u>includes student reactants</u>)</p> <p>Assigned readings:</p> <ul style="list-style-type: none"> • Dietz, T. 2017. Drivers of human stress on the environment in the twenty-first century. <i>Annual Review Environment and Resources</i>. 42:189-213. • York, R., EA Rosa, T. Dietz. 2003. STIRPAT, IPAT and ImPACT: analytic tools for unpacking the driving forces of environmental impacts. <i>Ecological Economics</i>. 46:351-365.
<p>#11 (10/2)</p>	<p>Economy, treadmill of production, ecomodernization (<u>includes student reactants</u>)</p> <p>Assigned readings:</p> <ul style="list-style-type: none"> • Dunlap and Brulle, Chapter 3 • Additional readings TBD

<p>#12 (10/4)</p>	<p>Consumption (includes student reactants)</p> <p>Assigned reading:</p> <ul style="list-style-type: none"> • Dunlap and Brulle, Chapter 4 • Additional readings, TBD
<p>#13 (10/9)</p>	<p>Consumption (cont) (student led session)</p> <p>Assigned Readings TBD, could include the following, student team needs to pick final readings:</p> <ul style="list-style-type: none"> • Adger, W. Neil, et al. "Cultural dimensions of climate change impacts and adaptation." <i>Nature Climate Change</i> 3.2 (2013): 112-117 • O'Rourke, Dar and Niklas Lollo. 2015. <i>Transforming Consumption: From Decoupling, to Behavior Change, to System Changes for Sustainable Consumption. Annual Review of Environment and Resources.</i> 40:233-259.
<p>#14 (10/11)</p>	<p>Decoupling, Degrowth, and Development (includes student reactants)</p> <p>Assigned readings:</p> <ul style="list-style-type: none"> • Robert Pollin, 'De-Growth vs. a Green New Deal', <i>New Left Review</i>, 112 (July/Aug), 2018, 5-25 (20 pgs.). • Additional readings TBD
<p>#15 (10/16)</p>	<p>Apathy & Emotions (student led session)</p> <p>Assigned Readings TBD, could include the following, student team needs to pick final readings:</p> <ul style="list-style-type: none"> • Norgaard, Kari Marie 2015. "Normalizing the Unthinkable: Climate denial and everyday life" in Gould and Lewis (eds) <i>Twenty Lessons in Environmental Sociology</i> • Featherstone, Liza. "How to Live in a Burning World Without Losing Your Mind." <i>The New Republic</i>. 2021. • Westervelt, Amy. "The Case for Climate Rage." <i>Popula</i>. 2019.
<p>#16 (10/18)</p>	<p>Climate Justice (Student led session)</p> <p>Assigned Readings TBD, could include the following, student team needs to pick final readings:</p> <ul style="list-style-type: none"> • Dunlap and Brulle, Chapter 5 • Explore webpage of the Indigenous Environmental Network http://www.ienearth.org/

#17 (10/23)	Climate Justice (cont.) (Student led session) Assigned Readings TBD, student team needs to pick final readings:
#18 (10/30)	Mitigation <ul style="list-style-type: none"> • Dunlap and Brulle, Chapter 7 • Additional readings TBD
#19 (11/1)	Mitigation, individual actions (student led session) Assigned Readings TBD, could include the following, student team needs to pick final readings: <ul style="list-style-type: none"> • Wynes, Seth and Kimberly A. Nicholas. 2017. The climate mitigation gap: education and government recommendations miss the most effective individual actions. <i>Environmental research Letters</i>. 12 • Van Basshuysen, Philippe and eric Brandstedt. 2018. Comment on climate mitigation gap. <i>Environmental Research Letters</i>. 13 • Pedersen, Rebecca Laycock and David P.M. Lam. 2018. Second comment on climate mitigation gap. <i>Environmental Research Letters</i>. 13 • Wynes, Seth and Kimberly A. Nicholas. 2018. Reply to Second comment on The climate mitigation gap. <i>Environmental Research Letters</i>. 13 • <i>Van Basshuysen, Phillippe and Eric Branstedt. 2018. Corrigendum: Comment on the climate mitagiation gap. Environmental Research Letters. 13</i> • <i>Stern, Paul C and Kimberly S. Wolske. 2017. Limiting Climate change: What’s most worth doing. Environmental Research Letters. 12.</i>
#20 (11/1)	International negotiations, background Assigned readings TBD
#21 (11/6)	World Climate Simulation Exercise
#22 (11/8)	Adaptation and Impacts (includes student reactants) Assigned readings <ul style="list-style-type: none"> • Dunlap and Brulle, Chapter 6 • Additional readings TBD

#23 (11/13)	Adaptations and Impacts: mental and physical health (student lead session)
#24 (11/15)	Book Review Presentations
#25 (11/20)	<p>Social Movement and Action (student led session)</p> <p>Assigned Readings TBD, student team needs to pick final readings, could include the following:</p> <ul style="list-style-type: none"> • Dunlap and Brulle, Chapter 8 <p>Assignments</p> <p>Book Review due</p>
#26 (11/27)	<p>Community Adaptation (includes student reactants)</p> <p>Assigned readings TBD</p>
#27 (11/29)	<p>Community Adaptation and Migration (includes student reactants)</p> <p>Assigned readings TBD</p> <p>Assignments</p> <p>Educational brief due by 5 PM on 11/29</p>
#28 (12/4)	<p>Migration and TBD</p> <p>Assigned readings TBD</p>
#29 (12/6)	Wrap-up and TBD