Course Syllabus

Our Changing Climate: Past, Present, Future

Fall 2023

Course Number: HONR F125/NRM F125/ACNS F125

Prerequisites: Placement in WRTG F111X
Credits: Lecture + Lab + Other: 3 + 0 + 0

Class Time and Location and associated CRN:
Online Asynchronous

- 75691 - ACNS F125
- 73661 - HONR F125
- 73755 - NRM F125

Instructors
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Course Catalog Description
Examines the intersecting physical, social, ecological, economic, political, and cultural dimensions of climate change in Alaska and the Arctic, including both Indigenous and Western science perspectives. Includes project-based experiences in observation, data collection and analysis, assessment, planning, communication to shape the future in a time of unprecedented change.

Course Purpose
This course examines how the biophysical impacts of climate change define and intersect with the social, ecological, economic, political, and cultural dimensions of our lives. We will investigate the multiple dimensions of global climate change, with a focus on the ways climate change affects the interconnected physical, biological, and human systems in Alaska and the Arctic. Through activities, readings, and lectures, it provides perspectives from

both Indigenous and Western science perspectives of the causes, impacts, and feedbacks of a changing climate. We will critically examine scientific claims and the processes of generating climate science, developing an understanding of the scientific method through observation, data collection and analysis. We will also explore the ways in which climate change is shaped by history and presently shapes our culture. By looking at research from communication, human behavior, and social movements, we will investigate the multiple pathways of social change, with an emphasis on our own vision and agency to shape the future in a time of unprecedented change.

Required Readings and Videos
All reading materials and videos are provided digitally through Canvas in the weekly module in which they are assigned. You will be responsible for reading, watching, or listening to assigned materials prior to class on all days that readings are assigned.

The book ***Saving Us: A Climate Scientist's Case for Hope and Healing in a Divided World,*** by Dr. Katharine Hayhoe, is used frequently for this course and if you prefer a hard copy it is available through major book vendors.

All other required readings and course materials will be provided through Canvas.

Learning Goals & Objectives
Course Big Idea: We can listen, inquire, observe, and act to make a difference on climate change.

Enduring Understandings:
1. Climate change influences each of us personally.
2. Climate change influences earth systems at multiple interacting scales.
3. Climate change influences all dimensions of our lives- social, economic, cultural, and biophysical.
4. We can help our communities to respond to climate change and shape the future.

Unit Level Essential Questions and Learning Objectives
Unit 1. What is our individual or personal connection to climate change and how does it connect with broader systems?
Students will be able to:
- Conduct elder visits following local protocol in a respectful manner
- Reflect on and articulate their personal observations of environmental change in place special to them
- Establish a baseline of individual and collective (i.e. across course students) prior knowledge on the topic of climate change

Unit 2. How do we know the climate is changing?
Students will be able to:
- Describe causes of climate change and key amplifying and stabilizing feedbacks (with emphasis on Arctic feedbacks)

- Identify key indicators and sources of evidence that form the baseline of evidence to understand climate change (including Indigenous and Western science knowledge)
- Collect and interpret ecological and social science data
- Understand mathematical models and projections of climate change

Unit 3. What are the impacts and feedbacks of a warming climate?

Students will be able to:

- Identify reputable sources of climate change information for a region
- Articulate key changes in disturbance patterns, livelihoods, species distributions and phenology influenced by a changing climate
- Describe the interactions and feedbacks between the above changes across local to global scales, and natural and social processes.

Unit 4. What are the solutions to climate change?

Students will be able to:

- Understand that human behavior is the product of individual actions, shaped by local context
- Articulate the pathways and levers that could be used to reach drawdowns and the pros and cons of each "lever"
- Identify the pathways by which societal change occurs in the U.S.

Unit 5. How do we make decisions in the face of climate change?

Students will be able to:

- Synthesize evidence to identify social and biophysical factors that influence local vulnerabilities to climate-related risks
- Take a scenario and describe the actions they would take using the RAD framework or other decision-making framework (e.g. adaptation toolkit)

Unit 6. What can I do about climate change in my community and how do we prepare for change?

Students will be able to:

- Understand and articulate a personal climate action plan
- Synthesize multiple lines of evidence to create a future scenario
- Apply theories of transformation to create a vision and action plan for the future

Our Teaching Philosophy

- Each of you brings valuable personal observations and knowledge with you to this class.
- We are partners and collaborators in the learning process, each responsible for sharing what we know with each other.
- Our job as educators is to activate your personal connection and prior knowledge and challenge each of your to continue to build your understanding, advance your ability to apply and synthesize new scientific knowledge and skills, and identify pathways to solve the problems you care about most.

- Our assignments are challenging, creative, and nurturing spaces to test your ideas and sharpen your skills. Problems like climate change never have one right solution, and you'll be assessed for engaging deeply versus finding a single, correct answer.
- We care deeply for your success in this class and beyond, and as such we expect you to bring equal energy to that goal, by being responsible for your own learning before, during, and after class.
- Please communicate with us if you are having challenges related to health, technology, caregiving responsibilities or work responsibilities. We know it can be difficult to ask for help, but we will find a way to help you be successful in this course while maintaining the care for yourself and your loved ones during this class.

Diversity and Inclusion

- People of color have been leaders in the movements for environmental justice and climate change, but are often not recognized for their contributions to this effort. We strive to provide regular opportunities to learn from people of color throughout our readings, assignments, and class examples.
- The richness of this class would not be possible without Alaska Native Knowledge holders. We are grateful for the time they spend sharing their knowledge with us.
- We honor that students have a variety of skills, gifts, and abilities when it comes to learning, and we aim to provide resources that meet a variety of learning preferences (i.e. reading, watching, listening, experiencing, etc.)
- We acknowledge our positions of privilege as white, cis-gendered women in our society and we are actively learning and working towards creating an environment where we can listen and learn together. We aim to acknowledge and address issues of diversity, inclusion, and power within this class and the context of climate change. Please talk to us directly if you feel like we are not living up to our stated goals.

Course Policies

Participation and attendance - Success in this course is dependent on your active participation and engagement. It is good practice to login to online courses several times a week to stay informed of news, announcements, grades, assignments, and other important course information and follow the suggested course workflow. Students are required to participate in course related activities that may include, but not limited to reading announcements, watching lectures, reading, participating in online class activities, and submitting assignments.

Technical Requirements - Students must have regular access to a computer and internet to access course materials on Canvas and upload assignments. We will ask you to submit videos occasionally, and so a cell phone, tablet, or web camera may be useful. For the citizen science project, you will need the GLOBE Observer app on your phone or tablet which was developed by NASA and is available at no cost.

Plagiarism/Academic Integrity Policy - Acts of academic dishonesty include cheating on exams, using data or words of other students without permission, helping others to dishonesty cheat, plagiarizing, submitting work copied from AI-generated content, feigning illness to obtain an extension, and turning in work that was written for another class

without permission. Plagiarism includes overt or covert use of other people's work, ideas or words without acknowledgement or quotation. Please read the UAF Code of Conduct in the UAF Catalog. Any person enrolled in the course who behaves dishonestly will receive an F for the class and the case will be presented to the University Disciplinary and Honor Code Committee for review.

The use of AI tools, including but not limited to ChatGPT, is permitted in this course. However, it is important to remember that these tools should be used as an aid for your learning, and not as a replacement for your original thoughts. Any work you submit must reflect your original thoughts and ideas. While AI tools can be a useful resource, they are learning aids rather than substitutes for your own cognitive development. Engage with AI tools responsibly and use them to enhance your understanding, but prioritize your independent thinking and original contributions in all class assignments and activities.

Email Policy - In order to ensure that your email does not get sent to the spam folder, please use your University of Alaska-assigned email address for all email correspondence. We will respond to emails within 24 hours Monday thru Friday between 9 am and 5 pm. All emails sent after 5 pm on Friday will be replied to by Monday 5 pm. Please use the course number (HONR/ACNS/NRM 125) in the subject line so that we can better identify and respond to emails regarding this class. We may not see an email that does not contain this subject line.

Late Policy - Work turned in late will have a 5% deduction in points automatically, unless otherwise communicated with the instructors. Extensions will be granted for extenuating circumstances that are clearly communicated to the instructors per the email policy above.

UAF Wide Course Policies

Student protections statement - UAF embraces and grows a culture of respect, diversity, inclusion, and caring. Students at this university are protected against sexual harassment and discrimination (Title IX). Faculty members are designated as responsible employees which means they are required to report sexual misconduct. Graduate teaching assistants do not share the same reporting obligations. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site: https://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/.

Disability services statement - I will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities.

ASUAF advocacy statement - The Associated Students of the University of Alaska Fairbanks, the student government of UAF, offers advocacy services to students who feel they are facing issues with staff, faculty, and/or other students specifically if these issues are hindering the ability of the student to succeed in their academics or go about their lives at the university. Students who wish to utilize these services can contact the Student Advocacy Director by visiting the ASUAF office or emailing asuaf.office@alaska.edu.

Student Academic Support:

- Communication Center (907-474-5470, uaf-speakingcenter@alaska.edu, Gruening 507)
- Writing Center (907-474-5314, uaf-writing-center@alaska.edu, Gruening 801)
- UAF Math Services, uaf-traccloud@alaska.edu, Chapman 305 (https://www.uaf.edu/dms/mathlab/, for math fee paying students only)
- Developmental Math Lab (Gruening 406, https://www.uaf.edu/deved/math/)
- The Debbie Moses Learning Center at CTC (907-455-2860, 604 Barnette St, Room 120, https://www.ctc.uaf.edu/student-services/student-success-center/)
- For more information and resources, please see the Academic Advising Resource List: https://www.uaf.edu/advising/students/index.php

Student Resources:

- Disability Services (907-474-5655, uaf-disability-services@alaska.edu, Whitaker 208)
- Student Health & Counseling [6 free counseling sessions] (907-474-7043, https://www.uaf.edu/chc/appointments.php, Gruening 215)
- Office of Rights, Compliance and Accountability (907-474-7300, uaf-orca@alaska.edu, 3rd Floor, Constitution Hall)
- Associated Students of the University of Alaska Fairbanks (ASUAF) or ASUAF Student
- Government (907-474-7355, asuaf.office@alaska.edu, Wood Center 119)

Nondiscrimination statement - The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination. For more information, contact:
UAF Office of Rights, Compliance and Accountability
1692 Tok Lane, 3rd floor, Constitution Hall, Fairbanks, AK 99775
907-474-7300
uaf-orca@alaska.edu

Assignments

All assignment descriptions, grading rubrics, and due date for recurring activities are on Canvas. All assignments must be submitted on Canvas by 11:59 PM on the day they are due.

Major Assignment Name	Points	Due Date
Start of Semester Survey	1	Sept. 3
Syllabus Scavenger Hunt	7	Sept. 3
Participation in Activities and Discussion (5-10 points per week) Participate in activities and discussion boards to apply and discuss your learning as specified in Canvas.	60	Due each week, by Sunday
Weekly Reflection (3 points each) Read assigned readings (or watch or listen to assigned video/audio), watch lecture videos, and submit a "circle-square-triangle" reflection.	42	Due each week, by Sunday
Citizen Science Project Make observations of clouds through the GLOBE Observer app. Analyze your data as a part of a global dataset at GLOBE.gov, and practice writing a scientific report on your data.	25	Sept. 24
Climate Impacts, Feedbacks, and Solutions Presentation Research and record a presentation on a climate change impact, its influence on the social or biophysical parts of a region or community, and ideas for reducing, mitigating or adapting to the impact.	25	October 15
Midterm Self Assessment	10	October 29
Conversations with Climate Leaders Choose two leaders to interview and take notes. Write a 2-3 page essay to summarize what you learned from the interviews.	25	Nov. 24
Postcard from the Future Final Project Write a final paper, or create a video, audio, or multimedia expression that is a "Postcard from the Future." Prepare a 5 minute in-class presentation about your project.	25	Presentation: Dec 10 Final Paper: Dec 16
End of Semester Self Assessment	10	Dec. 10
End of the Semester Survey	1	Dec. 16

Grading Scheme:

97-100%	A+	83-86%	B	70-72%	C-
93-96%	A	80-82%	B-	67-69%	D+
90-92%	A-	77-79%	C+	65-66%	D
87-89%	B+	73-76%	C	Below 65	F

Weekly Course Flow

In general, our course will follow this weekly workflow.

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday - Sunday**
Student Tasks	Watch the lectures and take notes. Start required reading.	Complete the required readings and weekly reflection.	Participate in and complete the weekly activity or discussion forum.	If applicable, continue the activity or read and reply to your peers' posts.	Complete assignments, discussions, and reflections from the week by midnight on Sunday.
Instructor Tasks	Weekly course content will be available by 8 AM on Monday. Email announcement introducing the week's module.			Read the posts or evaluate the activity, and clarify, correct, or ask questions as appropriate.	Provide feedback and grade assignments.

Course Schedule
This schedule may be subject to change.

Date	Topic and Guiding Questions for Week	Assignment Due by Midnight Sunday
Week 1: Course Introduction		
Aug 28-Sept 3	**What are we going to do in this course?** ● Learn about the class and what we'll do this semester ● Learn how to use Canvas ● Review syllabus, course policies, and expectations ● Meet each other through video introductions	<u>Watch lecture videos:</u> ● Welcome to *Our Changing Climate: Past, Present, Future* ● Overview of the Syllabus <u>Complete reading assignments:</u> ● Read everything in the "Week 1 Getting Started" module <u>Complete activities:</u> ● Start of Semester Survey ● Meet your Classmates Discussion: Read instructions and post an introduction video in the discussion board ● Syllabus scavenger hunt quiz
Week 2: Personal Connections to Climate Change & Learning from Elders		
Sept 4 - 10	**What are my personal connections to climate change?** ● Personal observations maps ● Analyzing maps, sorting by lenses (economic, cultural, biological, hydrological, etc) **What do Alaska Native Elders say about climate change?** ● What other prominent issues intersect Alaska Native experience with climate change in the examples? ● Learning from Elders through Project Jukebox.	<u>Watch lecture videos:</u> ● Personal connections to climate change ● Mapping personal observations of change ● Watch the assigned Elder videos and listen to recorded interviews in Canvas <u>Complete reading assignments:</u> ● Saving Us, Chapter 2, *Who I Am* ● Saving Us, Chapter 3, *Who You Are* ● *Guidelines for Respecting Cultural Knowledge* by the Alaska Native Knowledge Network <u>Complete activities:</u> ● Personal Observations of Change Map: Finish your map and post it to canvas. Write a

		short narrative or record an audio/video of your explanation of the map. ● Complete weekly reflection
Week 3: Causes of Climate Change & Lines of Evidence		
Sept 11 - 17	**What are the causes of climate change?** ● Flows of energy at household, national and global scales ● Greenhouse effect ● Climate vs. weather/weather cycles ● Simulation **What are the main lines of evidence that climate is changing?** ● Paleorecords of climate change ● Indigenous Knowledge ● Keeling curve and ice cores ● Climate change indicators (sea ice, phenology, pollen records, tree rings ● Feedback loops **Why should we trust this evidence?** ● Scientific consensus	Watch lecture videos: ● Causes of climate Change ● How do we know the climate is changing? Why should we trust this evidence? Complete reading and video assignments: ● Saving Us, Chapter 4 *The Facts are the Facts* ● Read Chapter 2, Key Message Sections 1, 2, and 10 of the 4th National Climate Assessment ● *Why We Should Trust Science Most of the Time* by Naomi Oreskes Complete activities: ● Why Trust Science Discussion ● Complete weekly reflection Optional In-Person & Zoom Meet-up ● Monday, September 11 at 1:00 - 2:00 PM Alaska Time (zoom:
Week 4: Biophysical Data Collection & Climate Models		
Sept 18 - 24	**How are biophysical climate change data collected?** ● Framing the questions ● Study design (experimental vs. observational, controlling for bias) ● Introduce GLOBE monitoring project, data collection and report **How is biophysical data analyzed and modeled in climate change research?**	Watch lecture videos: ● How are biophysical data related to climate change collected ● Citizen science data project videos ● Modeling in climate change research Complete reading assignments: ● *Science isn't just for Scientists - we can all take part* by Madeline Ostrander

	• Making sense of data • Where do trendlines come from? • How is variation described? • What is a climate model?	• Read *How reliable are climate models?* • Watch embedded videos in https://skepticalscience.com/climate-models.htm Complete activities: • **Citizen science project DUE-** Make a 3 GLOBE Observer cloud observations using the app; Use GLOBE cloud data to investigate a question and write a short report • Complete weekly reflection
Week 5: Adaptation & Resilience		
Sept 25-Oct 1	**What does it mean to adapt to climate change?** • What does it mean to adapt and build resilience to climate change? • What causes some people to be more vulnerable to the impacts of climate change over others? • What are the components of a formal adaptation planning process?	Watch lecture videos: • What does it mean to adapt and build resilience to climate change? • ANTHC Newtok relocation case study Complete reading assignments: • *Unequal Impact: The Deep Links Between Racism and Climate Change* by Beth Gardiner • *'What choice do we have?' As the Arctic warms, Alaska Inupiat adapt* by Jenna Kunze • Fourth National Climate Assessment - Ch. 28 Reducing Risks Through Adaptation Actions Complete activities: • UAF Campus adaptation exercise • Complete weekly reflection
Week 6: Making Decisions		

Oct 2 - 8	**How do we make decisions in the face of climate change?** ● Resist-Adapt-Direct decision making framework with Dr. John Morton	Watch lecture videos: ● Guest lecture on RAD with John Morton Complete reading assignments: ● *As Warming Alters Alaska, Can a Key Wildlife Refuge Adapt?* by Miranda Weiss ● *A RADical approach to Conservation in Alaska* by Littell et al. Complete activities: ● RAD Case Study discussion ● Complete weekly reflection
Week 7: Climate Impacts & Feedbacks		
Oct 9 - 15	**How is the atmosphere changing?** **How is the marine environment changing?** ● Ocean Temperature ● Ocean Acidification, ● Sea level rise, ● Marine life **How is the biosphere changing?** ● Phenology shifts ● Changes in biodiversity (range shifts, biological invasions, etc.) ● Changes in primary production (greening and browning) and feedbacks to climate system	Watch lecture videos: ● How is the Atmosphere changing? ● Droughts and floods ● The Ocean Overview ● The Ocean- haloclines and circulation ● The Land - Terrestrial Ecosystems ● The Land - Vegetation ● The Land - Terrestrial Mammals ● The Land - Wildfire Complete reading assignments: ● No reading assignments Complete activities: ● Upload your Climate Impacts and Feedbacks presentation ● No weekly reflection this week!
Week 8: Climate Impacts & Feedbacks		
Oct 16 - 22	**How is the pedosphere changing?** ● Soils ● Permafrost ● Chemical and biological processes	Watch lecture videos: ● Permafrost - What is it? ● Permafrost 1 & 2 ● Thawing Permafrost ● Terrestrial Snow Cover ● Glacial Ice

	How is the cryosphere changing? ● Sea Ice ● Glaciers ● Snow and ice **How is human health affected by climate change?** ● Heat and the body ● Extreme events ● Vector borne disease ● Food security ● Mental health	● Sea Ice ● How climate affects community health <u>Complete reading assignments:</u> ● No reading assignments <u>Complete activities:</u> ● Watch other students presentations, ask questions, and discuss ● No weekly reflection this week! <u>Optional In-Person & Zoom Meet-up</u> ● Date and time to be confirmed
Week 9: Solving Climate Change & Greenhouse Gas Mitigation		
Oct 23 - 329	**What do we need to do in the atmosphere to solve climate change?** ● Past trends in Earth's climate ● What would happen if all emissions stopped today? ● Future scenarios ● Why does global warming need to be limited to 1.5 - 2°C? ● How much time do we have to make these changes? **What are the solutions to climate change?** ● How much do different activities contribute to climate change? ● Solutions that reduce the sources of greenhouse gasses ● Solutions that enhance Earth's natural carbon sinks	<u>Watch lecture videos:</u> ● Past trends in Earth's climate and present climate change ● Future Climate Scenarios ● Maintaining a Livable Planet ● Drawdown Framework: Solutions to Climate Change <u>Complete reading assignments:</u> ● Saving Us, Chapter 10, *No Time to Waste* ● Saving Us, Chapter 13, *Carbon and the Common Good* ● Saving Us, Chapter 15, *Everyone Needs Energy* ● Saving Us, Chapter 16, *Cleaning Up Our Act* <u>Complete activities:</u> ● Discussion related to the Drawdown Framework solutions ● Complete weekly reflection
Week 10: Mitigation Pathways & Policies		
Oct 30 - Nov 5	**What needs to happen in policy to limit global warming?**	<u>Watch lecture videos:</u> ● The background: International climate policy

	● What needs to happen in policy to limit warming to 2 degrees? ● What are the major policy pathways being discussed nationally and internationally? ● What are the pros and cons, as well as equity dimensions, of different climate change policies?	● Emission reduction accelerators and major types of policies ● US climate change policies through time ● Instructions for the EN-ROADS activity <u>Complete reading assignments:</u> ● Saving Us, Chapter 12, *Why We Fear Solutions* ● Saving Us, Chapter 14, *The Climate Potluck* ● A Brief Summary of the Climate and Energy Provisions of the Inflation Reduction Act of 2022 ● Optional: *Alaska's Changing Arctic: Energy Issues & Trends* <u>Complete activities:</u> ● EN-ROADS Simulation: conduct a climate change solutions simulation ● Complete weekly reflection
Week 11: Public Opinion & Climate Communication		
Nov 6 - 12	**What do Americans think and feel about climate change?** ● What do Americans think about climate change? ● Why do thoughts and feelings matter so much? **How can we have better conversations about climate change?** ● Strategies for talking with anyone about climate change	<u>Watch lecture videos:</u> ● Meet the Six Americas ● How do human thoughts, feelings and behaviors relate to climate change? ● Why don't we talk about climate change and how to fix that <u>Complete reading assignments:</u> ● Saving Us, Chapter 1, *Democrats and Dismissives* ● Saving Us, Chapter 5, *The Problem with Facts* ● Saving Us, Chapter 6, *The Fear Factor* ● Saving Us, Chapter 7, *The Guilt Complex* ● Saving Us, Chapter 20, *Why Talking Matters*

		Complete activities: ● Conversations about climate change discussion board ● Complete weekly reflection Optional In-Person & Zoom Meet-up ● Date and time to be confirmed
Week 12: Climate Justice & Ethical Engagement		
Nov 13 - 19	**How does climate change interact with existing inequities?** ● Equity and justice in climate change mitigation and adaptation ● How should the history of Alaska shape our response to climate change? **How can our engagement and collaboration around climate change be more equitable?** ● How do we center communities in responding to climate change?	Watch lecture videos: ● Equity and justice dimensions of climate change ● Climate justice in the Alaska context ● Moving forward with respectful and ethical engagement Complete reading assignments: ● *Guiding Principles for Working in Northern Communities* by Darcy Peter ● Summary of the Alaska Native Claims Settlement Act (ANCSA) ● Read the Just Transition overview webpage Complete activities: ● Environmental Justice Atlas activity and discussion ● Complete weekly reflection
Week 13: Conversations with Climate Leaders		
Nov 20 - 26	**Why are connections so important for addressing climate change?** ● Finding connections ● Working in partnership	Watch lecture videos: ● Connections, relationality, and addressing climate change Complete reading assignments: ● *Reciprocity* by Jane Benyus ● Saving Us, Chapter 21, *Bond, Connect, and Inspire* ● *Community is our Best Chance* by Christine E. Nieves Rodriguez Complete activities:

		• Conversations with Climate Leaders Essay Due • Complete weekly reflection
Week 14: Individual & Collective Action		
Nov 27 - Dec 3	**Can our personal actions help address climate change?** • What is the role for individual action in our climate future? • How do personal actions connect to broader changes and make a difference? **How can we scale up collective action?** • What is a movement, and how does it happen? • What have other movements done? What is most effective? • How can this shape our action on climate change?	Watch lecture videos: • The Carbon Footprint problem • Impactful personal actions and ripple effects • Building power with social movements • Capacities of social movements • Designing a campaign and example case study Complete reading assignments: • *A Field Guide for Transformation* by Leah Caramore Stokes • *Beyond Coal*, by Mary Anne Hitt • *The 25% Tipping Point New research reveals how to make social change* by Tracy Matsue Loeffelholz • *The Environmental Movement Needs to Reckon with Its Racist History* by Julian Brave NoiseCat • *Cooperative Opportunity Pushing for Cleaner Energy* by Fairbanks Climate Action Coalition Complete activities: • Movement building activity and discussion board • Complete weekly reflection
Week 15: Finding Hope & Inspiration for Action		
Dec 4 - 10	**How do we find hope and courage to solve the climate crisis?** • Is it too late? • Progress on climate change to date • How do we foster hope in ourselves and others?	Watch lecture videos: • Is it too late? Progress on climate change to date. • What is hope and where does it come from? • Adopting hope and courage in the climate crisis

	Course wrap up: ● Revisit the guiding questions for the course ● Reflect on what we have learned	<u>Complete reading assignments:</u> ● Saving Us, Chapter 22, *Finding Hope and Courage* ● *An Extremely Incomplete List of Climate Victories* by R. Solnit & T. Y. Lutunataba ● *A Love Letter from the Clean Energy Future* by Mary Anne Hitt <u>Complete activities:</u> ● Upload Postcard from the Future Final Presentation ● Complete course evaluations (from University via email and from Drs. Timm & Spellman in Canvas) ● Complete weekly reflection <u>Optional In-Person & Zoom Meet-up</u> ● Date and time to be confirmed
Finals Week: Postcard from the Future Final Presentations		
Dec. 11 - 16	Final Student Presentations: Postcards from the Future	<u>Watch lecture videos:</u> ● Watch assigned classmates' presentations <u>Complete reading assignments:</u> ● No reading assignments <u>Complete activities:</u> ● Ask questions and discuss on the discussion board ● Turn in your final paper