

Communication Studies/Environmental Studies/Geology/Humanities/Meteorology (CEGHM)  
 168A,B: **Global Climate Change, Fall 2022-Spring 2023**

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<b>Instructor:</b>	Alejandro Artiga-Purcell, Communication Studies, <a href="mailto:alejandro.artiga-purcell@sjsu.edu">alejandro.artiga-purcell@sjsu.edu</a> Office Hours: Tuesdays, from 1:00-3:00PM, in HGH 203, or by appointment via zoom
<b>Instructor:</b>	Eugene Cordero, Meteorology and Climate Science, <a href="mailto:eugene.cordero@sjsu.edu">eugene.cordero@sjsu.edu</a> Office Hours: Thursday at 12pm in Clark 227 or by appointment.
<b>Instructor:</b>	Costanza Rampini, Environmental Studies, <a href="mailto:costanza.rampini@sjsu.edu">costanza.rampini@sjsu.edu</a> In person on Thursdays, 11:45AM - 12:45PM, or by appointment via Zoom. Please email to sign up for office hours at least 24 hours in advance.
<b>Class Days/Time:</b>	T/TH 10:30AM-11:45AM
<b>Classroom:</b>	WSQ 207
<b>Prerequisites:</b>	Passage of the Writing Skills Test (WST), upper-division standing, and completion of Core GE. Passage of 168A with a C- or above.
<b>GE/SJSU Studies Category:</b>	R, S, V

**Course Description, Course Goals and Student Learning Objectives, Team SJSU Studies Integrated Learning Goals, and Drop/ Add policy remain the same as for 168A.**

**\*\* You are responsible for all information on the 168A Fall 2022 Greensheet \*\***

**Required Texts/Readings**

**Required:** Johnson, A.E., and Wilkinson, K.K. (2020). *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis*. New York: One World.

You should all have received a copy of the book in Fall 2022. The book is also available as an ebook in the MLK University Library. You need to sign in at the library site with your SJSU ID in order to get access to the book.

Other readings and viewings will be assigned and available via the class Canvas website. Please skip to the end of this document to see a complete list of readings for the class. It is your responsibility to know what assignments are due when, and to complete them on time.

**SPRING ASSIGNMENTS**

Short Paper #3: 15%. 500 words draft; 300 words peer review; 750 words final paper (SLO: Riii, Siii, Vi-iv). Write a letter to one of your federal representatives urging them to take climate action and reduce greenhouse gas emissions. In your letter you should explain why you think climate change is an important issue, using specific and concrete examples, why it is key that the United States reduce its own emissions as a country and lead international efforts to transition to renewable energy sources, and discuss the co-benefits of climate change mitigation efforts. *A detailed assignment sheet and grading rubric will be discussed in class.*

Climate Advocacy Project: 35%. 2000 words; (SLO: Si-iv, Ri-iii, Vi-iv). You will work with a group of your peers to engage a specific audience (policymakers, community members, etc.) on some aspect of climate change. As a group, you will submit a public service announcement and accompanying script (500 words), a final report (1500 words), and a final presentation that will be judged by your peers, and an external panel of judges who will award prizes to the winning teams. Your final CAP grade will be a combination of individual and group grades.

Participation, In-class and Online Activities 20%. 1000 words; (SLO: Si-iv, Ri-iii, Vi-iv). Participation will be evaluated by your engagement in class discussions and activities. Student participation will be evaluated during and after class by, amongst other things, using iClicker and grading write-ups submitted in response to discussion prompts. *Detail guidelines will be provided during class each time.*

Exams 1 & 2: 15% each; 500 words each. (SLO: Si-iv, Ri-iii, Vi-iv). Exams test the students' understanding of class materials, including lectures and readings, and consist of a mix of multiple choice and short answer questions.

Extra Credit: Up to 3%. The instructors may assign some optional extra credit assignments, which may include attending class-related events or watching class-related documentaries. **Students can earn a maximum of 30 points in extra credit assignments, for a total of 3% towards their final class grade.** Detailed guidelines will be posted on Canvas.

### Clickers

We will be using **iClicker** as a student response system in class this term. This software helps us to understand what you know and gives everyone a chance to participate in class. You have several options available to participate in clicker sessions, all options are available to you at NO COST. iClicker allows you to use your smartphone, tablet or laptop as a clicker to participate. On your smartphone or tablet go to Mac App Store or Google Play and download *Reef Polling by iClicker*. If using a laptop, go to <https://app.reef-education.com/#/login>. Make sure to sync your iClicker account with the course in Canvas by following these guidelines: <https://www.sjsu.edu/ecampus/docs/iClicker%20Sync%20with%20your%20Course%20in%20Canvas%20-%20Student.pdf>

### Assignments and Grading Policy

For written assignments, “on-time” completion may include any combination of submissions of a hard copy in class, a submission of a computer file to [www.turnitin.com](http://www.turnitin.com), or a submission to the course website by the assigned deadline. You must have an account at turnitin. We will discuss the details of this policy for each assignment and announce the class ID and password at a later class meeting; please contact us if you have any questions.

Letter grades will be assigned according to the following point scale:

A	92.5 to 100 percent	B-	79.5 to 82.4 percent	D+	66.5 to 69.4 percent
A-	89.5 to 92.4 percent	C+	76.5 to 79.4 percent	D	62.5 to 66.4 percent
B+	86.5 to 89.4 percent	C	72.5 to 76.4 percent	D-	59.5 to 62.4 percent
B	82.5 to 86.4 percent	C-	69.5 to 72.4 percent	F	0 to 59.4 percent

### Grading Rubrics for Written Assignments

All take-home writing assignments will be graded according to rubrics, which will be made available through Canvas. As specified in the guidelines for GE courses, we will assess not only the content but also the quality and clarity of your writing, with the two components equally weighted. Every major writing assignment requires a substantial revision in which you are expected to address improvement in content and writing. Over the year, you will be expected to make continuing progress in your writing.

### Classroom Protocol

\* Students are expected to attend every class, as this is a participation-intensive course that relies on your consistent and active engagement. Classroom activities will often be assigned and collected during class, and there are no ways to make up this work.

\* Assignments will not be accepted late, except with a valid excuse. Late work will be marked down **20% per day (including weekends)**, and will receive a zero if turned in one week or more after the due date.

\* We will regularly use the course's Canvas course site: <http://sjsu.instructure.com> for announcements, readings, assignments, uploads of instructor presentations. You are responsible for setting up Canvas so you are notified when we have posted an announcement or assignments. To locate your Canvas login name and password, follow the instructions posted here: <http://www.sjsu.edu/at/ec/canvas/index.html>.

\* Personal electronic devices: Outside of their use for classroom activities and for iClicker responses, the use of personal electronic devices are not allowed. Their use is distracting to other students, and may compromise the educational value of the classroom experience that all students pay for.

\* Cell phones and all instant-messaging programs must be turned off prior to class. NO text messaging or phone use is permitted in the classroom and laptops may only be used for class purposes. This will be strictly enforced.

\* Common courtesy and professional behavior dictate that you notify someone when you are recording them. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

\* Course material developed by the instructors is the intellectual property of the respective instructor and cannot be shared publicly without their approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

\* Email to a professor should be treated like a business letter. Please follow these tips when emailing your professor:

<http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>.

Emails that do not follow this "netiquette" will not receive a response.

### **Time Expectations**

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus." - *S12-3, Policy Recommendation, Bringing San José State University policies into compliance with Federal Regulations regarding the definition of the credit hour. Passed SJSU Academic Senate April 16, 2012*

This is a 3-unit course. We meet for 2.5 hours for lecture per week. That means that you should plan to spend about 6.5 hours per week on “preparation/studying or course related activities including but not limited to internships, labs, clinical practica”. Since the CAP is 30% of your grade, your efforts and your CAP log book is expected to reflect an average of 2 or more hours per week for the duration of the term. That means 2hrs/wk x 16 weeks = 32 hours of individual work for your CAP. This is for the project itself not writing it up or preparing for the final presentation. Make sure your work and log book reflect your efforts appropriately.

**University Policies**

Per University Policy S169, universitywide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

**SPRING 2023- CLASS SCHEDULE**

*\*This is a tentative class schedule and is subject to change with fair notice\**

<b>WEEK</b>	<b>DATE</b>	<b>TOPICS, ASSIGNMENTS &amp; DUE DATES</b>
<b>Week One</b>	Th Jan 26	Class Introduction
<b>Week Two</b>	Tu Jan 31	CAP Group Meetings & Check-In with Faculty Mentor
	Th Feb 2	Climate Change Advocacy & Activism- AAP
<b>Week Three</b>	Tu Feb 7	Human Migration - CR

	Th Feb 9	Carbon Footprint - ECC
<b>Week Four</b>	Tu Feb 14	U.S. Climate Policy - CR <i>Paper #3 Assigned in Class</i>
	Th Feb 16	Carbon and our Planet - ECC
<b>Week Five</b>	Tu Feb 21	<b>PSAs due by 10am on Canvas and PSA In-Class Presentations</b>
	Th Feb 23	Neoliberal Climate Solutions and Greenwashing - AAP
<b>Week Six</b>	Tu Feb 28	Food- ECC
	Th Mar 2	Environmental Justice: A Primer - AAP
<b>Week Seven</b>	Tu Mar 7	<i>Dr. Dione Rossiter Guest Lecture (Zoom)</i>
	Th Mar 9	Energy and our Planet - ECC

<b>Week Eight</b>	Tu Mar 14	International Climate Policy - CR <i>Paper# 3 Advanced Draft DUE</i>
	Th Mar 16	Midterm Review
<b>Week Nine</b>	Tu Mar 21	<b>MIDTERM EXAM</b>
	Th Mar 23	CAP Group Meeting & Check-In with Faculty Mentor
<b>Week Ten</b>	March 27 - 31:	<b>Spring Break – No Class</b>
<b>Week Eleven</b>	Tu Apr 4	<i>Climate Justice - CR</i> <i>Paper #3 Peer Reviews DUE</i>
	Th Apr 6	Climate Solutions - ECC
<b>Week Twelve</b>	Tu Apr 11	Energy Transition I - CR
	Th Apr 13	Evidence of a Human Connection to Climate Change - ECC

<b>Week Thirteen</b>	Tu Apr 18	<i>Earth Day Lecture - Open Classroom</i>
	Th Apr 20	<i>Class meets at Earth Day Event at SJSU!! Final Paper #3 DUE on Friday April 21 at 11:59pm</i>
<b>Week Fourteen</b>	Tu Apr 25	Energy Transition II - CR
	Th Apr 27	Presentation Skills - AAP ( <i>pre-recorded</i> )
<b>Week Fifteen</b>	Tu May 2	CAP Presentations
	Th May 4	CAP Presentations
<b>Week Sixteen</b>	Tu May 9	Final CAP Presentations with external judges
	Th May 11	Final Exam Review & Wrap Up <i>CAP materials DUE on Canvas Monday, May 15th at 11:59pm</i>

<b>Week Seventeen</b>	<b>Tuesday, May 23, 9:45AM-12:00PM</b>	<b>FINAL EXAM</b>
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### **List of Readings for 168B**

These articles will be used to supplement readings from the two books listed in the syllabus. *Readings may be amended, with fair notice, to accommodate guest lectures & current events.*

- Batchelor, T. (2019). 'Climate apartheid': Rich people to buy their way out of environmental crisis while poor suffer, warns UN. Independent. Retrieved from <https://www.independent.co.uk/climate-change/news/climate-change-crisis-rich-poor-wealth-apartheid-environment-un-report-a8974231.html>
- Berwyn, B. (2017). How responsible is each country when an extreme climate event strikes? Inside Climate News. Retrieved from <https://insideclimatenews.org/news/09112017/extreme-weather-climate-change-liability-greenhouse-gas-emissions-heat-wave/>
- Black, R., Bennett, S.R.G., Thomas, S.M., and J.R. Beddington. (2011) Migration as adaptation. *Nature* 478, 447-449.
- Blitzer, J. (2019). How climate change is fuelling the U.S. border crisis. The New Yorker. Retrieved from <https://www.newyorker.com/news/dispatch/how-climate-change-is-fuelling-the-us-border-crisis>
- Denchak, M. (2018). Paris Climate Agreement: Everything you need to know. The Natural Resources Defense Council. Retrieved from <https://www.nrdc.org/stories/paris-climate-agreement-everything-you-need-know>
- Herr, A. (2021). These flashcards will help you memorize Biden's climate team. Grist. Retrieved from <https://grist.org/politics/biden-climate-cabinet-john-kerry-janet-yellen-pete-buttigieg/>
- Lakhani, N. (2020). 'Heat islands': Racist housing policies in U.S. linked to deadly heatwave exposure. The Guardian. Retrieved from <https://www.theguardian.com/society/2020/jan/13/racist-housing-policies-us-deadly-heatwaves-exposure-study>
- Newell, P. and D. Mulvaney. (2013). The political economy of the 'just transition.' *The Geographical Journal* 179(2): 132-140. doi: 10.1111/geoj.12008
- NPR Staff. (2017). 5 changes that could come from leaving the Paris Climate deal. National Public Radio. Retrieved from <https://www.npr.org/2017/06/01/531056661/5-things-that-could-change-when-the-u-s-leaves-the-paris-climate-deal>
- Obama, B. (2017). The irreversible momentum of clean energy. *Science*, Policy Forum. 10.1126/science.aam6284
- Schwartz, J. (2019). Major climate change rules the Trump Administration is reversing. The New York Times. Retrieved from <https://www.nytimes.com/2019/08/29/climate/climate-rule-trump-reversing.html>

White House Briefing Room. (2021). Paris Climate Change Agreement. Statements and releases. Retrieved from <https://www.whitehouse.gov/briefing-room/statements-releases/2021/01/20/paris-climate-agreement/>

**For Professor Artiga-Purcell:**

Fremstad, A., and Paul, M. (2022). Neoliberalism and climate change: How the free-market myth has prevented climate action. *Ecological Economics*, 197: 107353.

Houska-Zhaabowekwe, T. (2020). "Sacred Resistance." In, A. E. Johnson and K. K. Wilkinson (Eds), *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* (pp. 213-219). New York: One World.

Patterson, J. (2020). "At the intersections." In, A. E. Johnson and K. K. Wilkinson (Eds), *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* (pp. 194-202). New York: One World.

Pezzullo, P.C., and Cox, R. (2022). *Environmental Communication and the Public Sphere, 6th Edition*. London: Sage. (Chapter 5).

Prakash, V. (2020). "We are sunrise." In, A. E. Johnson and K. K. Wilkinson (Eds), *All We Can Save: Truth, Courage, and Solutions for the Climate Crisis* (pp. 187-193). New York: One World.

"The Principles of Environmental Justice" (1991). First People of Color Environmental Leadership summit.