

Communication Studies/Environmental Studies/Meteorology 168A,B:

Climate Action & Leadership, Fall 2023-Spring 2024

Instructor:	Alejandro Artiga-Purcell, Communication Studies, alejandro.artiga-purcell@sjsu.edu Office Hours: In person: Thurs. 9:30-10:30am in HGH 203 Zoom: Wed. 11am-12pm (Link , Links to an external site. Code: 793868)
Instructor:	Eugene Cordero, Meteorology and Climate Science, eugene.cordero@sjsu.edu Office Hours: Thursday at 12pm in Clark 227 or by appointment.
Instructor:	Costanza Rampini, Environmental Studies, costanza.rampini@sjsu.edu OH: In person on Thursdays in WSQ 111C, 11:45AM - 12:45PM, or by appointment via Zoom. Please email to sign up for office hours at least 24 hours in advance.
Class Days/Time:	T/TH 10:30AM-11:45AM
Classroom:	DMH 227
Prerequisites:	Passage of the Writing Skills Test (WST), upper-division standing, and completion of Core GE. Passage of 168A with a C- or above.
GE/SJSU Studies Category:	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 2023 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 2023. 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.

Required: Dessler, A. E., “Introduction to Modern Climate Change” 3rd Edition, 2022. (Amazon [link](#))

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, Homework Assignments, 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 before, during, and after class by, amongst other things, reading quizzes, iClicker questions, and 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, 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 2024- CLASS SCHEDULE

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

WEEK	DATE	TOPICS, ASSIGNMENTS & DUE DATES
Week One	Th Jan 25	Check-In
Week Two	Tu Jan 30	Class Introduction & CAP Group Check-Ins
	Th Feb 1	Climate Change Advocacy & Activism- AAP
Week Three	Tu Feb 6	CAP Group Meetings & Check-In with Faculty Mentor
	Th Feb 8	Human Migration - CR

Week Four	Tu Feb 13	Climate Solutions Overview- ECC
	Th Feb 15	U.S. Climate Policy - CR <i>Paper #3 Assigned in Class</i>
Week Five	Tu Feb 20	Climate Solutions by the Numbers I - ECC
	Th Feb 22	Neoliberal Climate Solutions and Greenwashing - AAP
Week Six	Tu Feb 27	PSAs due by 10am on Canvas and PSA In-Class Presentations
	Th Feb 29	Climate Solutions by the Numbers II - ECC
Week Seven	Tu Mar 5	Environmental Justice: A Primer - AAP
	Th Mar 7	Climate Solutions: Food - ECC
Week Eight	Tu Mar 12	International Climate Policy - CR <i>Paper# 3 Advanced Draft Due Wed. (3/13)</i>
	Th Mar 14	Midterm Review

Week Nine	Tu Mar 19	MIDTERM EXAM
	Th Mar 21	CAP Group Meeting & Check-In with Faculty Mentor
Week Ten	Tu Mar 26	<i>Climate Justice - CR</i>
	Th Mar 28	Daybreak – The Game - ECC
Week Eleven	April 1-5	Spring Break – No Class
Week Twelve	Tu Apr 9	Energy Transition I - CR <i>Paper #3 Peer Reviews Due Wed. (4/10)</i>
	Th Apr 11	<i>Earth Day Lecture</i>
Week Thirteen	Tu Apr 16	Climate Solutions and Leadership - ECC
	Th Apr 18	<i>Class meets at Earth Day Event at SJSU!!</i>
Week Fourteen	Tu Apr 23	Extractivism and Climate Change - AAP

	Th Apr 25	Energy Transition II - CR <i>Final Paper #3 DUE on Friday April 26 at 11:59pm</i>
Week Fifteen	Tu Apr 30	Presentation Skills - AAP
	Th May 2	CAP Presentations
Week Sixteen	Tu May 7	Final CAP Presentations with external judges
	Th May 9	Final Exam Review & Wrap Up <i>CAP materials DUE on Canvas Monday, May 13th at 11:59pm</i>
Week Seventeen	Thursday, May 16th, 9:45AM-12:00PM	FINAL EXAM

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-heat-waves-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.