

ENVS 410: Climate Action Reading Seminar

Winter 2018 Syllabus

I. Summary Information

A. Contact Information

- Peg Boulay, Instructor, 541-346-5945, boulay@uoregon.edu
Office: 244 COL; Office Hour by appointment

B. Meeting Times and Locations

- Thursday 3-3:50 p.m.; 249 COL

C. Required Readings and Materials

- There is no textbook. Required readings will be available online and/or Canvas.

D. Course Website

We will be using Canvas as a means of communication and coordination.

II. Course Overview and Objectives

Through its *Community Climate and Energy Action Plan*, the City of Eugene has set ambitious goals for reducing community-wide fossil fuel use and greenhouse gas emissions. Meeting those goals will require shifts in infrastructure and systems across Eugene, and will ask Eugene residents to change the way they think about and use fossil fuels. In your spring term “Climate Action” project, you will assist the City’s efforts in increasing awareness of climate change and its impacts and in inspiring citizen action through outreach activities, including a social media campaign framework and tabling activities. This reading course is designed to prepare you for your spring ELP project by introducing you to your team, community partners, project background and methods. In addition, you will brainstorm ideas and make a game plan so you can immediately launch your project spring term.

Learning Outcomes

Because some of your team members have significant experience with social media campaigns, we will emphasize climate communication principles rather than social media marketing.

Through active engagement in the course materials and activities, students will be able to:

- Summarize, in an engaging and informative way, the City of Eugene’s *Community Climate and Energy Action Plan* framework.
- List 5 actions that citizens can take to contribute to community goals for lowering carbon consumption.
- List 5 research-based “best practices” for communicating climate change issues.
- Apply these concepts to create a social media marketing framework to implement spring term.
- Apply listening, communicating, collaborating and other interpersonal skills essential to working within team settings.

III. Class Activities, Evaluation and Grading

A. Logistics

- **Submitting Assignments.** To save paper, we will use Canvas (for submitting and returning assignments) and the editing function in Word (for feedback). Please complete your assignments in Microsoft Word or a compatible word processing program (generally, open access software works fine; please don't submit a pdf). All assignments are due at the beginning of class on the specified date.
- **Late assignments.** Late assignments will be penalized 5% if turned in late on the due date, then 5% every calendar day, up to one week after the original due date.

B. Summary of Assignments and Grading

Assignment	Type	Total Points
Attendance, Participation and Homework	Individual	30
Project Management Plan		
<i>Section 1</i>	Individual	10
<i>Final Plan</i>	Team	30
Resource of the Week	Pair	30
Total Points		100

1. Attendance, Participation and Homework. This is a discussion-based course modeled after graduate level reading seminars, with an emphasis on peer teaching and discussion. As such, your careful reading of the assigned materials before class and your active participation during class are both critical for achieving the course learning objectives. The most valuable, interesting insights will arise through interaction with your peers. Your attendance is required at all class meetings; unexcused absences will result in a lower participation grade. Factors that contribute to a high participation grade include: completing the assigned readings, being prepared and fully engaged during class activities, sharing your insights on the class material, asking questions when you do not understand a concept, respectfully listening to others' viewpoints, and doing your part to keep discussions focused and on track. Poor participation in the team assignment will affect both the assignment grade and your class participation grade.

- Homework 1: Eugene Climate Action Plan.** You will sign up for one of the major sections (Buildings and Energy, Food and Agriculture, Land Use and Transportation, Consumption and Waste, Health and Social Services, Urban Natural Resources). Read that section and summarize the objectives in class. Which of the recommended actions could be implemented by your target audience (youth ages 16-24)? In other words, what actions might you highlight during your spring project? *We will keep this assignment simple: you do not need to submit a written product nor create a presentation, just bring your ideas to class.*
- Homework 2: 15 Steps.** Choose a target audience and medium (examples: letter to the editor to the Eugene Weekly or Emerald, sorority or sports club newsletter, cooking blog for college students, etc.). Following ecoAmerica's 15 Steps, write a 2-3 paragraph article appropriate for your audience. *Please submit your article to Canvas and be prepared to informally present it in class.*

2. Project Management Plan. This assignment is designed to familiarize you with your ELP Community Partner, project goals, and your teammates. It will also allow you to begin planning your project as a team. You will be given an assignment description handout with more details.

3. Resource of the Week. With a partner, find a resource that you think could be helpful for the team's work in the spring. It could be an article, how-to guide, ideas for climate-friendly actions to promote or example of successful social media campaigns. You will have 20 minutes to present your resource, describe how it could be useful, and lead a brainstorming discussion.

4. Optional: Other Opportunities. I will let you know about climate-related events that you may find interesting. Examples:

- 1/24, 5-7 pm, Eugene Water and Electric Board Carbon Policy Forum, 500 E. 4th Ave.
- 2/7 or 2/8, all day, Washington Oregon Higher Education Sustainability Conference, Portland State University. (See the email I sent you over winter break).

In some cases, you may propose attending and presenting a community event as your "Resource of the Week" if it will clearly help you implement your spring project.

IV. Classroom Conduct, Attendance and Special Arrangements

This syllabus describes the roles and expectations for each of us during the course. If you have questions about any of the course requirements, please let me know as soon as possible.

I expect everyone to strictly adhere to the University Student Conduct Code (available at conduct.uoregon.edu) and University policies regarding academic misconduct. All work submitted for this course must be your own and be written exclusively for this course. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before carrying out the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students.

Your attendance is expected and part of your grade. However, please tell me if you are having significant problems that interfere with your ability to attend or do work in this class. Depending on the situation, I am willing to give you an incomplete or to make special arrangements to allow you to complete your work. However, please realize that an "Incomplete" grade in this class may preclude your participation in your spring ELP project.

The University of Oregon strives to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please notify me during the first week of class. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

V. Class Schedule and Readings

This schedule is subject to adjustments: the assignment dates will not change, but topics covered in each class may shift. I will announce any changes in class and on Canvas.

Wk	Date	Topics	Reading/Due Date
1	C1 – 1/11	ELP/Project Overview	Community Climate and Energy Action Plan for Eugene (Climate Action Plan), pp. 1-15, https://www.eugene-or.gov/ArchiveCenter/ViewFile/Item/80
2	C2 – 1/18	Community Partner meeting: Chelsea Clinton, City of Eugene	1. Community Partner website, https://www.eugene-or.gov/3210/Climate-Recovery-Summary Section 1 of Project Management Plan due
3	C3 - 1/25	Climate & Energy Action Plan cont.	<i>Informal student presentations on Eugene Climate Action Plan</i> Eugene Climate Action Plan Homework due
4	C4 – 2/1	Audience	1. Corner et al. 2015. How do young people engage with climate change? The role of knowledge, values, message framing, and trusted communicators. Wiley Interdisciplinary Reviews: Climate Change, http://onlinelibrary.wiley.com/doi/10.1002/wcc.353/pdf 2. Resource of the Week – student presentation
5	C5 - 2/8	Climate Communication	1. Moser 2016. Reflections on climate change communication research and practice in the second decade of the 21st century: what more is there to say? Wiley Interdisciplinary Reviews: Climate Change, http://onlinelibrary.wiley.com/doi/10.1002/wcc.403/pdf 2. Resource of the Week – student presentation
6	C6 – 2/15	Work Session	<i>Meet on own to work on Project Management Plan</i> <i>(Peg is at The Wildlife Society Conference)</i>
7	C7 – 2/22	Climate Communication	1. ecoAmerica. 2016. 15 Steps To Create Effective Climate Communications, https://ecoamerica.org/wp-content/uploads/2017/03/5_ea_15_steps.pdf 2. Resource of the Week – student presentation
8	C8 – 3/1	Climate Communication	1. Chapman et al. 2017. Reassessing emotion in climate change communication. Nature Climate Change 7: 850–852, https://www.nature.com/articles/s41558-017-0021-9 <i>Informal student presentations on 15 Steps homework</i> 15 Steps homework due
9	C9 – 3/8	Social Media	1. https://www.triplepundit.com/2015/10/rock-pants-off-social-media/ 2. http://recyclist.co/blog/3-social-media-tips-for-your-environmental-campaign/ 3. Resource of the Week Final Project Management Plan due
10	C10 – 3/15	Wrap-up	<i>No reading</i> Discussion: Project launch!

VI. A Few Other Resources

- Yale Program on Climate Communication, <http://climatecommunication.yale.edu/>.
- Bob Doppelt’s monthly Register-Guard articles, including his review of a recent book, <http://registerguard.com/rg/opinion/36059507-78/book-proposes-80-waysto-cut-carbon-emissions.html.csp>
- Nature. 2017. Post-truth predicaments. 541: 425–427
<https://www.nature.com/nature/journal/v541/n7637/full/nj7637-425a.html>
- Corner and Randall. 2016. Selling climate change? The limitations of social marketing as a strategy for climate change public engagement Global Environmental Change 21:1005-1014, <http://www.sciencedirect.com/science/article/pii/S0959378011000793>.
- Segerberg, A. 2017. Online and social media campaigns for climate change engagement. Oxford Research Encyclopedia of Climate Science, <http://climatescience.oxfordre.com/view/10.1093/acrefore/9780190228620.001.0001/acrefore-9780190228620-e-398?print=pdf>.