

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](mailto:alejandro.artiga-purcell@sjsu.edu)

168B) in Spring. **You must pass 168A with a grade of C- or higher in order to enroll in 168B. If you receive a grade lower than C- in 168A, you will not be able to enroll in 168B. You will receive credit for GE Areas R, S, and V after you have successfully completed the entire year-long sequence. In order to receive GE credit, you must receive a grade of C- or higher in both semesters.**

**Team-Taught Course:** This course is unique because it is team-taught. We meet for extended class periods. We will cover *a lot* of material on numerous topics and engage in various activities related to global climate change and the SJSU Studies GE learning objectives. Assignments, readings, class activities and discussions are designed to help you recognize connections among concepts from many different disciplines, and to critically evaluate and integrate them as part of a life-long learning process about global climate change and related issues. This course will help students to develop abilities to address complex issues using disciplined analytical skills and creative techniques.

### **Course Goals and Student Learning Objectives**

Learning objectives are developed to assist students in understanding the main goals and expectations of the course. Teaching and learning activities are designed with these objectives in mind while assessment activities help us measure student achievement of these objectives. This course will incorporate writing assignments throughout the two semesters, and will meet the requisite **9,000 words** required of the three

Assessment is designed to determine how well students have achieved the goals of the learning objectives and thus form an important component of the course. Each student will be assessed through a combination



and societies outside the United States, including how such cultures develop and influence one another as well as U.S. cultures and societies.

Upon successful completion of an Area V course, students should be able to:

1. Analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
2. Examine how creative works of human expression [as defined in #1] outside the United States
3. Explain how a culture outside the U.S. has changed in response to internal and external influences; and
4. Appraise how the study of creative works of human expression from outside the United States

V. *The specific learning objectives in this area for this course are:*

- i. To be able to compare international policy responses and cultural perceptions of climate change.
- ii. To be able to compare policy mechanisms, economic development patterns, and governance structures that influence national and cultural responses toward international efforts to mitigate adverse impacts of climate change.
- iii. To be able to identify how international policy actions are affected by historical, cultural, and economic contexts of developed and developing countries, with emphasis on how international
- iv. To be able to explain how the cultures of developing countries have responded to international negotiations of climate change.

### **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.

The book is 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**

(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.

### **Clickers**

We will be using **iClicker/REEF Polling** 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 will have several options available to participate in clicker sessions, all options are available to you at NO COST. **iClicker/REEF Polling** allows you to use your smartphone, tablet or laptop as a clicker to



## Assignments and Grading Policy

There will be spontaneous in-class writing activities throughout the course, which all students are expected to complete as part of the revision and feedback process of larger writing assignments.

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

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

## FALL ASSIGNMENTS

Short Paper #1 (Artiga-Purcell) 15%. 1000 words final paper (SLO: S1, S3). We live in a heavily mediated society, which influences our thoughts, behaviors, preferences, beliefs, relationships, and activities. Keeping that in mind, reflect on the media you grew up consuming (news, video games, cartoons, vloggers, social media, movies, TV show influenced your understanding or lack thereof of climate change and its myriad intersecting issues. Identify one of these media sources and be prepared to write about its impact on you, your friends, family, community, and society at large by applying concepts discussed in class and covered in your readings. More details will be posted on Canvas and discussed during class when the paper is assigned.

Short Paper #2 (Cordero): 15%. 1000 words (SLO: R1, R2, R3) Designing effective climate change participate in a design exercise where you create and implement a plan to reduce energy use in your own home, where the success of the plan will be documented using smart meter technology. More details will be posted on Canvas and discussed during class when the paper is assigned.

Climate Advocacy Project: 10%, 1200 words. The goal of your Climate Advocacy Project (CAP) is to implement a public engagement campaign focused on one of the drivers OR impacts of climate change. You will develop and launch your own evidence-informed climate campaign to try to influence people, institutions or laws.

1. Project Proposal: 75 points, 500 words (SLO: R2, R3, S3, S4). As a group, you will write a proposal for your CAP project explaining the cause/solution that you will tackle, your campaigns goals and action plan, and your intended audience. *A detailed assignment sheet will be shared on canvas.*
2. Revised Proposal:

Exam #1: 10%. 500 words (SLO: R1-4, S1-4, V1- materials, including lectures and readings, and consist of a mix of multiple choice and short answer questions.

Exam #2: 10%. 500 words (SLO: R1-4, S1-4, V1- of class materials, including lectures and readings, and consist of a mix of multiple choice and short answer questions.

Exam #3: (Final): 15%. 500 words (SLO: R1-4, S1-4, V1- class materials, including lectures and readings, and consist of a mix of multiple choice and short answer questions.

## **168A, Fall 2023 - Course Schedule**

*This schedule may be amended, with fair notice, to accommodate guest lectures & current events.*

TU Aug 22

Intro to Course

Realities of Managing Climate Change (CR)

TH Aug 24

Introduction to Climate Science I (EC)

Land Use and Climate Change (CR)

TU Aug 29

Introducing Climate Change Communication (AAP)

Influence of Climate Change on Non-Human Species (CR)

TH Aug 31

Greenhouse Effect (EC)





Dale Martin Guest Lecture - Where  
Climate Change Career Panel

TH Nov 9

**Paper #2 Due**

Climate Advocacy Project - Topic Selection  
Creative Climate Communication (AAP) (**In-class Art Show**)

TU Nov 14

Story-telling and Climate Change (AAP)  
Adapting Cities (CR)

TH Nov 16

*Climate Change Fieldtrip to Coyote Creek with Keep Coyote Creek Beautiful meet at Selma Olinder dog park in San José*

**CAP Proposals due on Canvas at 11:59pm**

TU Nov 21

*Inside the Mega Fires (online movie & quiz)* (EC)

TH Nov 23 **Thanksgiving: No Class**

TU Nov 28

Climate Advocacy Project - Revising CAP Proposal

TH Nov 30

Transportation (EC)  
Adapting conservation (CR)

TU Dec 5

Wrap-up & Catch-up  
Final Exam Review

**CAP Revised Proposals due on Canvas on Friday, December 8th at 11:59pm**

**Final Exam: Wednesday, December 13, 9:45 AM-12:00 PM**



Mann, M. E., & Kump, L. R. (2015). *Dire Predictions: Understanding Climate Change*. DK Publishing.  
National Academies of Sciences, Engineering, and Medicine. (2016). *Attribution of Extreme Weather Events in the Context of Climate Change*. The National Academies Press.

**For Professor Rampini:**

Boucher, D., Elias, P. Mulik, K. and E. Davis. (2013) Climate-friendly land use: Paths and policies toward a less wasteful planet. Tropical Forest and Climate Initiative of the Union of Concerned Scientists. Retrieved from <https://www.ucsusa.org/sites/default/files/2019-09/Climate-Friendly-Land-Use.pdf>

Heikkinen, NB. (2016) Genetically engineered crops are safe and possibly good for climate change. *Scientific American* reprinted from ClimateWire. Retrieved from <https://www.scientificamerican.com/article/genetically-engineered-crops-are-safe-and-possibly-good-for-climate-change/>

Howard, B.C. (2014). 5 threats to California from Climate Change. *National Geographic*. Retrieved from <https://www.nationalgeographic.com/science/article/140812-california-climate-change-global-warming-science>

Jones, H.P., Hole, D.G., & Zavaleta, E. S. (2012). Harnessing nature to help people adapt to climate change. *Nature Climate Change*, 2, 504-509.

*Acceptable Evidence: Science and Values in Risk Management*. Eds. D.G. Mayo, D. G. and R.D. Hollander. Oxford UP.

<https://chinadialogue.net/en/climate/10817-california-s-climate-leadership-contradiction/>

Pielke, R., Prins, G., Rayner, S. and D. Sarewitz. (2007) Lifting the taboo on adaptation. *Nature* 445, 597-598.

Rosenzweig, C., Solecki, W., Hammer, S.A., and S. Mehrotra. (2010). Cities lead the way in climate-change action. *Nature* 467: 909-911.

Walker, B. (2019). Hindu Kush Himalayas set for massive biodiversity loss. *The third pole.net*. Retrieved from <https://chinadialogue.net/en/climate/11103-hindu-kush-himalayas-set-for-massive-biodiversity-loss/>

Xu J., R. E. Grumbine and A. Shrestha. (2009). The melting Himalayas: Cascading effects of climate *Conservation Biology* 23 (3), 520-30.

*Bulletin of the Atomic Scientists* 71(5): 19-30.

**For Professor Artiga-Purcell:**

*The Guardian*. Available at:

<https://www.theguardian.com/commentisfree/2017/jul/12/doomsday-narratives-climate-change-dangerous-wrong>

Jasanoff, S. (1998). The political science of risk perception. *Reliability Engineering and System Safety*, 59(1): 91-99.

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

*Sister Outsider*. Berkeley: Crossing Press.

Pezzullo, P.C., and Xoc, R. (2022). *Environmental Communication and the Public Sphere, 6th Edition*. London: Sage. (Chapter 1).

Schmidt, G. (2015). What should climate scientists advocate for? *Bulletin of the Atomic Scientists*, 71(1): 70-74.

*The Guardian*. Available at:

<https://www.theguardian.com/environment/2021/nov/18/the-forgotten-oil-ads-that-told-us-climate-change-was-nothing>

*Drilled*, Season 1, episode 5.

Podcast audio available at: <https://www.drilledpodcast.com/s1-the-origins-of-climate-denial/>

Whyte, K.P. (2018). Indigeneity in Geoengineering Discourses: Some Considerations. *Ethics, Policy & Environment*, 21(3): 289-307.