

**Govt 231**

**GLOBAL ENVIRONMENTAL POLITICS**

“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change.” Charles Darwin

-- writing intensive class --  
Fall 2020

Time: Tuesday and Thursday, 1.15 – 2.30 pm

**Online:**<https://lafayette.zoom.us/j/99326918451?pwd=RkZRZEZPclhLTlF0ZXY1ZnhMRER6QT09> Meeting ID: 993 2691 8451 Passcode: 304962

One tap mobile +13017158592,,99326918451#,,,,,0#,,304962# US (Germantown) +13126266799,,99326918451#,,,,,0#,,304962# US (Chicago) Dial by your location +1 301 715 8592 US (Germantown) +1 312 626 6799 US (Chicago) +1 646 876 9923 US (New York) +1 253 215 8782 US (Tacoma) +1 346 248 7799 US (Houston) +1 669 900 6833 US (San Jose)

**Moodle site:** <https://moodle.lafayette.edu/course/view.php?id=18551>

**Google Drive site:**

[https://drive.google.com/drive/folders/1YK\\_Wy1JPKSZOxazeZ6JS8CcoWcN4o-Dw](https://drive.google.com/drive/folders/1YK_Wy1JPKSZOxazeZ6JS8CcoWcN4o-Dw)

**Class Google Group:** <https://groups.google.com/a/lafayette.edu/g/govt231-01-fall2020>



**KATALIN FÁBIÁN**

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**Office Hours:** please call the office telephone number by appointment and during 2.30 – 4.30pm Monday and Wednesday. If possible, sign up in advance.

<https://lafayette.zoom.us/j/91501819522> Meeting ID: 915 0181 9522 One tap mobile +16468769923,,91501819522# (New York) +13017158592,,91501819522# (Germantown)

## COURSE OBJECTIVES

**Global Environmental Politics** bridges international politics and environmental issues, offering an explicit focus on environmental problems and policies in the global context. The environment has emerged as one of the most controversial domestic and international policy concerns. It is the subject of major international treaties and its various subject matters are hotly debated in legislatures and communities around the world.

In this course, we will consider these questions:

- How and why did the partial global environmental governance develop?
- Why are there varying degrees of progress on the major environmental problems?
- How can the current system of environmental governance make continued progress?
- If reform is necessary in the current system of environmental governance, which changes are necessary and which ones are attainable?

## LEARNING OUTCOMES

Students in this course will

- ❖ gain **foundational knowledge** by acquiring **an informed understanding of the main global environmental problems** as of 2020,
- ❖ practice **application**:
  - ❖ explain why the main global environmental problems have emerged,
  - ❖ evaluate moral obligations due to humanity's past actions and future responsibilities,
  - ❖ analyze how effective/ineffective international cooperation has been,
  - ❖ assess if and how individuals, economic and political institutions bear responsibility for their environmental impacts,
  - ❖ develop a sophisticated perspective about contemporary and future opportunities as well as challenges on individual, institutional, local, and global levels.

Mastery of these learning objectives will be evaluated through class participation, presentations, and writing assignments.

Students can consider various resources to improve learning:

<https://citls.lafayette.edu/student-academic-support/>.

Please review these tips that may be especially important in the online learning environment: <https://citls.lafayette.edu/tips-for-students-learning-remotely/>.

Most classes will consist of the Professor's short lecture that introduces the main questions and themes for the day followed by discussion and deliberation. Students' active engagement allows for deep, multidimensional learning that provides a toolbox of long-term durable skills in reading, comprehension, analysis, along with written and oral communication.

As the College promotes, this class invites and endorses diversity in its many forms that include but are not limited to race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, different abilities and accessibility, and place of origin. Students are expected to engage in a respectful dialogue during class discussions and in written comments. For more information, see <https://about.lafayette.edu/diversity-statement/>.

## **COURSE REQUIREMENTS**

Students in this seminar are expected to attend class regularly, keep up with the assigned readings, engage in class discussions and group projects, complete all aspects of written assignments, and present their research in class.

**Pre-requisite for this course is Govt102: Introduction to International Politics.**

**1) Participation** means regular attendance and active engagement. It is essential for the achievement of the course learning outcomes that students engage with, question, and assess the reading materials.

### **2) Writing Assignments**

Periodic writing assignments will provide opportunity for more in-depth analysis of the most relevant ideas and issues raised in this class.

Students are expected to:

- a) submit five two-page (double-spaced) analytical reflection papers that focus on the assigned readings for both the Tuesday and Thursday classes of the same week and the respective discussions during these two class periods,
- b) produce a proposal, draft, annotated bibliography, and a 15-page (double-spaced) final research paper on a theme that directly engages with class topics and which integrates the main lessons of the course,
- c) substantively and concisely respond to queries from peers, the Writing Associates, Research Librarians, the and the Professor.

Our class has the support of two Research Librarians:

- **Ana Luhrs** (luhrs@lafayette.edu, x-5398)  
and
- **Ben Jahre** (jahreb@lafayette.edu, x-5631).

Through the **Writing Program**, students will be able to make appointments using their online software, via a link on the ([my.lafayette.edu](http://my.lafayette.edu)) portal also through the WP webpage <https://cwp.lafayette.edu/for-students/> to locate available WAs and appointments. Most of the appointments will be at the traditional drop-in times (Sunday-Thursday evenings) and some additional hours too.

## 2.A) Analytical Response Papers focusing on a week's (both Tuesday and Thursday) readings and respective class discussions

- two-page, double-spaced essay

- submitted by **3pm Friday** of the respective week.

Please submit the first analytical response paper at least by the third week of classes (Sept. 4) and do not miss more than two weeks between submissions.

## 2.B) Research Project

The research paper (15 double-spaced pages plus bibliography) is meant to be the keystone of this course. Writing the research paper includes numerous steps. Through this process, students will need to consider and respond to comments by peers, possibly WAs, Research Librarians, and the Professor. Ideally, the result of this process writing will be a cogent, brilliant, publishable piece of work. Practically, the research paper needs to be a well-organized and well-supported, clearly written, and properly formatted analytical essay.

Date	Required submission
Sept. 18	150-word <b>abstract</b> of the research topic. This can be changed – by rewriting and re-submitting the abstract – until Oct. 2. The abstract should include: 1) a clear, succinct, and descriptive title, 2) an open-ended, answerable, and relevant research question (RQ), 3) a straightforward hypothesis that responds directly to the RQ, 4) a substantive explanation of the significance of the research topic.
Oct. 2	<b>Revised</b> 1) title, 2) research question, 3) thesis statement, and 4) a few (max. 3-4) sub-questions that lead the subsequent parts of the paper.
Oct. 16	<b>Revised abstract</b> and a meaningful and practical <b>annotated bibliography</b> including a minimum of two scholarly books and four academic journal articles (in addition to class readings) directly relevant to the research topic.
Nov. 6	<b>Revised abstract and outline</b> of the research paper with one succinct sentence about each main argument/section.
Nov. 13	Draft of the research paper minimum 14 pages and full bibliography, submitted to a WA or edit-exchange in pairs or pod, using rubrics and supplying evidence of constructive critique.
Nov. 20	Final research paper.

## 3) Presentations

Please watch, consider, and apply the lessons of these two TED talks before giving a presentation:

### - body language

[https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_may\\_shape\\_who\\_you\\_are?referrer=playlist-the\\_most\\_popular\\_talks\\_of\\_all](https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?referrer=playlist-the_most_popular_talks_of_all)

### - voice

[https://www.ted.com/talks/julian\\_treasure\\_how\\_to\\_speak\\_so\\_that\\_people\\_want\\_to\\_listen?referrer=playlist-the\\_most\\_popular\\_talks\\_of\\_all](https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?referrer=playlist-the_most_popular_talks_of_all)

### **3.A) Reading Question and Related News Item**

Each student is required once during the semester to provide a presentation that poses a central question on the reading assignments for that class and connects them to one current news item on the same topic.

The text of not more than 150 words should:

- ❖ 1) pose one open-ended (“Why?” or “How can we explain...?”) question that can be answered from having read the assigned texts (not a hypothetical “what if” question),
- ❖ 2) clearly link the readings with one news item. Please specify this connection in the post by:
  - ❖ a) indicating the author, title, date of publication, source of the news item following the Chicago author-date style (see under: Library->Resources->“C”-> *Chicago Manual of Style*, then select: Author-date, [https://www-chicagomanualofstyle-org.ezproxy.lafayette.edu/tools\\_citationguide/citation-guide-2.html](https://www-chicagomanualofstyle-org.ezproxy.lafayette.edu/tools_citationguide/citation-guide-2.html))
  - ❖ b) provide a live hyperlink to the article.

The upload is due on our Moodle class site at the latest by 8pm before the session when the readings will be considered. A signup sheet will be distributed during the first week of class. Missed days cannot be made up.

### **B) Pod Workshops and Research Presentations**

The last classes in the semester will consist of students workshopping and presenting their research. Each person must upload revised versions of their paper and the main points they will make by 8pm the days before these collaborative exercises. Students will sign up for one slot as presenter and one slot as responder to another student’s presentation.

### **4) Extra Credit**

With the Professor’s advance approval, students can take the opportunity to do extra-credit assignments such as a one page, double-spaced analytical review of an out-of-class presentation or movie. Please see a list of related electronically universally accessible documentaries on Moodle, in the folder of “Syllabus and Guides.” The review needs to explain how the event enhanced the understanding of topics covered in the course.

## **EVALUATION**

Assignments are evaluated by using the following three categories:

- (A) Accuracy** of content: conceptualization of problems, clear use of lecture/class discussions, assigned readings, and research materials,
- (I) Integration:** coherent organization, logical flow, and analytical ability,
- (F) Format:** adequate and appropriate usage of language and style.

General improvement, creative and positive attitude that facilitate the learning experience will be considered and can improve the final grade.

	<b>Weight</b>	<b>Due date</b>
Participation	10%	throughout the semester
Analytical Responses (5)	25%	3 pm Fridays
Analysis and News Brief	10%	once during the semester
Research Project:		
Proposal	5%	
Annotated Bibliography	10%	
Research Paper	35%	
Pod workshops/Presentations	5%	last week of the semester
Extra Credit	5%	one week after the event

**Basis for the final grade:**

94 and up **A**; 90 –93 **A-**; 86 –89 **B+**; 83 –85 **B**; 80 –82 **B-**; 76 –79 **C+**; 73 –76 **C**;  
70 –73 **C-**; 66 – 69 **D+**; 63 – 66 **D**; 60 –63 **D-**; 0 – 59 **F**

Each student is encouraged to meet with the Professor one-on-one at least once during the semester to discuss progress in the class.

Please find on the Course Moodle site the description of what each grade for written assignments stands for. Students are responsible for saving all graded materials until the semester ends.

At Lafayette College, all course materials are proprietary and for class purposes only. This includes posted recordings of lectures, worksheets, discussion prompts, and other course items. Such materials should not be reposted or shared outside of members of the class. Moodle and online discussions should also remain private and not be shared outside of the course. Students must request the Professor’s permission prior to creating any recordings of class materials, and any recordings are not to be shared or posted online even when permission is granted to record. If students have any questions about proper usage of course materials or if anyone has a concern with being recorded during the course, please let the Professor know.

The long term (as in after having submitted the final paper) retention, out-of-class sharing, distribution or posting of any remote instruction materials associated with this course is not allowed. Doing so constitutes a violation of Academic Honesty and of the policies of this class.

### **Accommodations and Accessibility**

In compliance with Lafayette College policy and equal access laws as well as to afford everyone full participation in the class, I am available to discuss appropriate academic accommodations that a student concerned with accessibility may require. If a student has or may have a disability, please meet with the Office of Accessibility Services, to begin this conversation or request an official accommodation. If a student has already been approved for accommodations through the Office of Accessibility Services, please meet the Professor so we can develop an implementation plan together. See, <https://hub.lafayette.edu/disability-services>

### **Academic Integrity**

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without citing them or without appropriate authorization and the fabrication of information. Please consult "Academic Integrity" <https://conduct.lafayette.edu/student-handbook/student-code-of-conduct/>, and feel free to discuss your concerns with the Professor and reference librarians.

### **Privacy**

Moodle contains student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Registrar's Office.

### **Late Assignment Policy**

Late assignments are immediately penalized one letter grade (e.g., from an A to A-, A- to B+). This penalty is one full letter grade per day. Assignments will not be accepted four days after the due date.

### **Federal Credit Hours**

The student work in this course is in full compliance with the federal definition of a four-credit-hour course. Please see the Registrar's Office web site (<http://registrar.lafayette.edu/additional-resources/cep-course-proposal>) for the full policy and practice statement.

### **READINGS**

This course is designed to respond to world events as well as students' interests. Readings will be added, and possibly subtracted, to suit the direction of the class and the aspects of cases that emerge as relevant and interesting. All participants are welcome to suggest appropriate supplementary readings.

- Elder, Linda and Richard Paul. 2010. *Analytic Thinking*. Foundation for Critical Thinking.

- Harris, Paul G., ed. 2015. *Routledge Handbook of Global Environmental Politics*. <https://mv-ezproxy-com.ezproxy.lafayette.edu/books/9780203799055>
- Jafry, Tahseen, Karin Helwig and Michael Mikulewicz, eds. 2019. *Routledge Handbook of Climate Justice*. <https://ebookcentral-proquest-com.ezproxy.lafayette.edu/lib/lafayettecol-ebooks/detail.action?docID=5574222>
- Mosley, Stephen. 2010. *The Environment in World History*. Routledge. <https://libcat.lafayette.edu/record=b2963390>
- Nicholson, Simon and Paul Wapner, eds. 2015. *Global Environmental Politics: From Person to Planet*. Paradigm Publishers.
- O’Lear, Shannon. 2018. *Environmental Geopolitics*. Rowman and Littlefield. <https://libcat.lafayette.edu/record=b3142165>

## COURSE SCHEDULE

### I. INTRODUCTIONS: IR THEORY AND ITS APPLICATIONS

#### T August 18, 2020 Introduction: Syllabus and Expectations

- collage of introductions, in GD folder: <https://drive.google.com/drive/folders/1Sujc5xUUsfHkebSMPjjufxaamx3eJC-k?usp=sharing>
- *The New York Times* interactives:
  - Quiz - Climate Central (flooding calculations) <https://tinyurl.com/ybtse5gs>
  - Climate Change Inequality, <https://www.nytimes.com/interactive/2020/08/06/climate/climate-change-inequality-heat.html?action=click&module=Editors%20Picks&pgtype=Homepage>

#### R August 20 Perspectives on the Environment: Understanding Key Concepts

- Ch.1 Harris, “Introduction” in Harris, ed.
- Ch.2 Cass, “The Discipline of Global Environmental Politics” in Harris, ed.

#### T August 25 IR Theory and the Environment

- Ch.3 Vogler, “Mainstream Theories” in Harris, ed.
- Ch.4 Stevenson, “Alternative Theories” in Harris, ed.
- Elder and Paul, *Analytic Thinking* (all)

#### R August 27 Humanity’s Environmental Impact

- Section 1 in Nicholson and Wapner, eds. (pp. 9-33)
- Ch.15 Princen, “Sustainability,” in Harris, ed.
- “Lawns Are an Ecological Disaster” May 18, 2018, <https://earther.gizmodo.com/lawns-are-an-ecological-disaster-1826070720>

#### T September 1 Actors at State and International Levels

- Ch.7 Dyer, “States, Sovereignty and The International System” in Harris, ed.
- Ch.8 O’Neill, “International Organizations” in Harris, ed.
- Section 4 “International State System” in Nicholson and Wapner, eds. pp. 121-150



### **R September 3 NGOs and Individuals as Transnational Actors in GEP**

- Ch.14 Downie, “Transnational Actors: NGOs” in Harris, ed.
- Ch.27 Bell, “Environmental Citizenship” in Harris, ed.
- Section 6 “Civil Society” in Nicholson and Wapner, eds. pp. 185-210
- “Rio Declaration” (No. 12) in Nicholson and Wapner, eds. pp. 117-120

<http://www.stichtingmilieunet.nl/andersbekekenblog/milieu/just-listen-to-this-child.html>

## **II. ENVIRONMENT, HISTORY, AND POLITICS**

### **T September 8 The World Hunt and Biodiversity**

- Mosley, Chapters 1 and 2, (pp. 1-30)
- Ch.37 Mauerhofer and Nyacuru, “Biodiversity” in Harris, ed.

### **R September 10 Forests, Forestry, and International Forest Politics**

- Mosley, Chapter 3, pp. 31-54
- Ch.38 Humphreys, “Forests” in Harris, ed.

### **T September 15 and R September 17 Soils and Irrigation**

- Mosley, Chapter 4 (pp. 56-81)
- Ch.35 Jacques, “Pollution and Management of Oceans and Seas” in Harris, ed.
- Ch.39 Juntti, “Desertification” in Harris, ed.
- Nash: “Island Civilization” (No. 31), Berry: “The Future Is Local” (No. 33) in Nicholson and Wapner, eds.
- Review projections for your and a friend’s home: <https://firststreet.org/flood-factor/>
- *The New York Times* interactive graphs:
  - Sengupta and Cai, “A Quarter of Humanity Faces Looming Water Crises” Aug 6, 2019, <https://tinyurl.com/y4z76sz8>
  - Watkins and Fountain, “Mapping Three Decades of Global Water Change” Dec. 9, 2016, <https://tinyurl.com/y9mq9ayu>
  - “Here Is How America Uses Its Land” July 31, 2018 <https://tinyurl.com/yaq3mp7m>

### **T September 22 Cities**

- Mosley, Chapter 5, (pp. 83-112)
- Cities, *National Geographic*, April 2019
- Kimmelman, “Jakarta Is Sinking” *The New York Times*, Dec. 21, 2017, <https://www.nytimes.com/interactive/2017/12/21/world/asia/jakarta-sinking-climate.html>
- “The Plight of Phoenix” *The Guardian*, March 20, 2018, <https://www.theguardian.com/cities/2018/mar/20/phoenix-least-sustainable-city-survive-water>
- “Population Densities in Cities” <https://www.citylab.com/life/2018/03/density-european-cities-maps/555503/>

### **R September 24 Four Planetary Challenges: Climate, Extinction, Water, and Food**

- Four planetary challenges and exercise of tracking personal consumption in Section 2 in Nicholson and Wapner, eds. pp. 35-74
- Water, *National Geographic*, April 2010
- “Endangered Species-- Interactive Map” *The New York Times*, Jan. 6, 2017, <https://tinyurl.com/ybg9nuoe>

## **III. GLOBAL ENVIRONMENTAL REGIMES: ECOLOGY AND THE STRUCTURE OF THE INTERNATIONAL SYSTEM**

### **T September 29 Geopolitical Responses to Unsustainability**

- Ch.9 Pettenger, “International Environmental Regimes” in Harris, ed.
- O’Lear Chapter 1, “Intro to Environmental Geopolitics” pp. 1-26

### **R October 1 Economy: Markets, Corporations, Capitalism**

- Ch.13 Tienhaara, “Corporations” in Harris, ed.
- Ch.22 Kochtcheeva, “Globalization and the Environment: Markets, Finance and Trade”
- Section 5 “Economy” in Nicholson and Wapner, eds. pp. 151-184

### **T October 6 and R October 8 International Environmental and Ecological Justice**

- Ch.23 Vanderheiden, “International Justice: Rights and Obligations of States” in Harris, ed.
- Ch.24 Brehm and Pellow, “Environmental Justice” in Harris, ed.
- Ch.7 Sparks, “Statehood in an Era of Sinking Islands” in Jafry
- O’Lear, Chapter 2, “Population and The Environment” pp. 27-64

### **T October 13 and R October Race, Class, and Geopolitical Difference**

- Ch.21 Joshi, “North-South Relations: Colonialism and the International Order” in Harris, ed.
- Ch.2 Tokar, “Climate Justice Movement” in Jafry, eds.
- Ch.35 Mattar and Mbakwem, “Climate Migration” in Jafry, eds.
- *The New York Times* interactives:
  - Climate Migration, <https://www.nytimes.com/interactive/2020/07/23/magazine/climate-migration.html?action=click&module=Editors%20Picks&pgtype=Homepage>
  - Climate Change Inequality, (as in 1<sup>st</sup> class) <https://www.nytimes.com/interactive/2020/08/06/climate/climate-change-inequality-heat.html?action=click&module=Editors%20Picks&pgtype=Homepage>
- Section 7 in Nicholson and Wapner, eds. pp. 228-250
- The “Capitalocene” <https://aeon.co/essays/if-we-talk-about-hurting-our-planet-who-exactly-is-the-we>

## IV. THE SUSTAINABILITY DEBATE THROUGH THE SPATIAL LENS

### T October 20 and R October 22 15 Human and Environmental Security

- O’Lear, Chapter 3, “Resource Conflict and Slow Violence” pp.65-102
- Ch.19 Lautensach and Lautensach, “Environmental Security” in Harris, ed.
- Ch.18 Hussey and Dovers, “Uncertainty: Risk, Technology, and the Future” in Harris, ed.
- Ch.2 Lee, “Environment and Conflict” in Swain and Ojendal, eds. *Routledge Handbook of Environmental Conflict and Peacebuilding* (2018)
- Ch.3 Stoett, “Transnational Environmental Crime” in Jafry, eds.
- A counterargument: Ch.5 Conca and Beevers, “Environmental Pathways to Peace” in Jafry, eds.

### T October 27 and R October 29 Climate Change Perspectives

- crash course 101 in Climate Change  
<https://www.nytimes.com/interactive/2020/04/19/climate/climate-crash-course-4.html?action=click&module=Well&pgtype=Homepage&section=Climate%20and%20Environment>
- Ch.28 Dyer, “Energy and Climate Change”
- O’Lear, Chapter 4, “Climate Change and Security” pp. 103-134
- Nicholson (No. 35) pp. 328-334, and Wapner, (No. 36) pp. 335-338 in Nicholson and Wapner, eds.
- “Unless we learn to adapt, only the rich will be able to avoid the ravages of climate change”, <https://www.nytimes.com/2020/04/29/opinion/climate-change-architecture-design.html?action=click&module=Opinion&pgtype=Homepage>
- Goodell, “Who Can Survive Extreme Heat?” *Rolling Stone*, August 27, 2019  
[https://getpocket.com/explore/item/can-we-survive-extreme-heat?utm\\_source=pocket-newtab](https://getpocket.com/explore/item/can-we-survive-extreme-heat?utm_source=pocket-newtab)
- *The New York Times* interactive graphs:
  - Plumer and Popovich, “95F Global Heat Map” <https://tinyurl.com/ybg9nuoe>
  - Cullen, “Think It’s Hot Now? Just Wait” US heat map, August 20, 2016,  
<https://tinyurl.com/ybz297gc>
  - “CO2 Increase-- Interactive” <https://tinyurl.com/yc6bbk2d>
  - Plumer and Migliozi, “How to Cut US Emissions Faster?” Feb. 3, 2019  
<https://tinyurl.com/y369mw7z>
  - Diffenbaugh, “How Do We Know It Is Climate Change?” Dec. 29, 2017,  
<https://tinyurl.com/yaaupk84>

### T November 3 In Search of Solutions

- Section 8 “Thinking Strategically: From Person to Planet” in Nicholson and Wapner, eds. pp. 251-296
- Ch.36 DeSombre, “Fisheries and Marine Mammals” in Harris, ed.
- “Technological Salvation” (No. 34) in Nicholson and Wapner, eds. pp. 321-327

- Albeck-Ripka, “Your Recycling Gets Recycled, Right?” *The New York Times*, May 29, 2018, <https://tinyurl.com/yageancm>
- Kristof, “What Poisons Are in Your Body?” *The New York Times*, Feb. 23, 2018, <https://tinyurl.com/ybr7aa64>

**R November 5** Meetings with Ana Ramirez Luhrs regarding bibliographies, Professor at virtual conference of ASEES Nov. 5–8

## V. THE FUTURE OF ENVIRONMENTAL POLITICS

### T November 10 Self and Planetary Stewardship

- O’Lear, Chapter 5, “Science, Imagery, and Understanding” pp. 135-164
- Section 9 Exercise (pp. 345-346) in Nicholson and Wapner, eds.
- Ellis, “Science Alone Won’t Save the Earth. People Have to Do That” *The New York Times*, Aug. 11, 2018, <https://tinyurl.com/ybql9omq>

### R November 12 Conclusions

- Ch.37 Krause, “Transformative Approaches to Achieve Climate Justice”
- Mosley, Chapter 6, (pp. 113-116)
- O’Lear, Chapter 6, “Building from Here” (pp. 165-178)
- Kingsolver (No. 37) “How to Be Hopeful” pp. 339-345 in Nicholson and Wapner, eds.

### T November 17 and R November 19: Students’ Research Workshops and Pod Presentations

