

Spring 2023

University of Wisconsin-Madison

Department of Educational Policy Studies

Instructor: Mark S. Johnson (mark.s.johnson@wisc.edu)

Ed Pol 320: Section 001: Climate Change, Sustainability and Education

Mondays and Wednesdays, 230-345 PM, Ingraham Hall Room 214. TA: Selah Agaba (contact TBA)

This course will review the principles of climate science and the scientific consensus around climate change, including an overview of local, national and international climate policy. We will also consider insights from the related field of disaster risk reduction education (DRRE) and international work around the “green skills agenda,” and how innovative educational and pedagogical approaches to pandemic response and climate awareness can be extended into institution-wide approaches to climate resilience. We will also analyze how educational institutions and social movements in Wisconsin, the US and around the world are developing innovative programs for climate change education and “climate action,” planning for sustainability across their operations, and working together to foster resilience.

Office hours: Fridays, 300-500 PM (in Education 205 or by appointment mark.s.johnson@wisc.edu)

Required books (will be available in UW Bookstore, and on reserve in MERIT Library)

Worth, Katie. 2021. *Miseducation: How Climate Change is Taught in America*. NY: Columbia UP and CGR.
Thunberg, Greta, ed. 2023. *The Climate Book*. NY: Penguin (will be released on February 14, details TBA).

Additional (recommended) books:

On scientific background and policy discussions: Chomsky, Aviva. 2022. *Is Science Enough? Forty Critical Questions About Climate Justice*. Boston: Beacon Press

On eco-anxiety and climate pre-trauma: Ray, Sarah Jacquette. 2020. *A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet*. Berkeley: University of California Press.

On teacher education and school-based climate programs: Seydel, Jennifer et al., eds. 2022. *Trailblazers for Whole School Sustainability: Case Studies of Educators in Action*. NY: Routledge.

Requirements (detailed guidelines will be posted in Canvas module 1 and distributed during class):

Regular attendance and active participation in discussions (plus Canvas analytics):	10%
Responses to weekly discussion questions (up to 4 points each, 10 required over semester):	40%
Introductory personal essay and project ideas (ungraded):	05%
First assignment (from weeks 2-5, especially on Katie Worth):	15%
Second assignment (from weeks 6-10, especially on excerpts from Greta Thunberg):	15%
Final assignment or cumulative essay (from weeks 11-15, including excerpts from Thunberg):	15%

Student learning outcomes:

Students will be encouraged to critically analyze the impact of climate change in the education sector, and to explore ways to embed sustainability principles in diverse educational and community programs.

Students will become familiar with the global scientific consensus that has formed around research on climate, and to compare and contrast various forms of scientific and other evidence around these issues.

Students will be encouraged to reflect upon their potential career paths in light of climate issues, and to explore new opportunities that are opening up around sustainability programs in various career sectors.

Students will be asked to interpret various currents of dystopian and utopian thought around climate change and sustainability and will explore the implications and utility of those contrasting approaches.

Students will reflect upon the psychological dimension of these issues, and how research from social and environmental psychology and the behavioral sciences can shape effective climate communication.

Students will explore different approaches to communication about climate change issues, analyze and compare different ways to “frame” climate issues, and analyze US public opinion about climate change.

Students will analyze controversies around “intergenerational learning,” “social movement learning,” “community-based learning” and “place-based learning” in relation to climate and sustainability.

Students will compare and evaluate different institutional and policy responses to climate change impacts and sustainability in the education sector, in Wisconsin, the United States, and internationally.

Diversity & Inclusion (additional material and links to resources appear at the end of this document)

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Integrity

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities

The UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Ed Pol 320: Climate Change, Sustainability and Education

SECTION I: FOUNDATIONAL CONCEPTS

Week 1: Foundational concepts; also “co-construction” of learning activities and student projects

Week 2: Philosophical frameworks; also climate science and policy; begin reading Katie Worth (2021)

Monday, February 6: submit personal essay and project ideas (ungraded 5%, details in Canvas)

SECTION II: EDUCATIONAL INSTITUTIONS, SYSTEMS AND PRACTICES

Week 3: Innovations in preschool and elementary education; engaging with climate anxiety

Week 4: Innovations in middle and secondary education; TVET; science education standards

Week 5: Innovations in tertiary education; role of higher education in incubating social movements

Monday, February 27: first assignment due (case studies or topics from weeks 2-5, 15% details TBA)

SECTION III: EDUCATIONAL DIMENSIONS OF CONTEMPORARY CLIMATE THOUGHT

Week 6: Dystopian currents I: climate impacts and catastrophism; planetary boundaries; eco-fascism

Week 7: Dystopian currents II: indigenous displacement and climate colonialism; zoonotic pandemics

Week 8: SPRING BREAK

Week 9: Utopian currents I: techno-utopianism; geoengineering and eco-capitalism; global governance

Week 10: Utopian currents II: indigenous recovery and rights; eco-socialism; abolitionism and feminism

Monday, April 3: second assignment due (case studies or topics from weeks 6-10, 15% and details TBA)

SECTION IV: GLOBAL TRENDS AND TRANSNATIONAL MOVEMENTS IN CLIMATE EDUCATION

Week 11: Role of youth movements and student organizations in climate education and action

Week 12: Emerging concepts of climate law and fossil fuel divestment movements in education

Week 13: International organizations and transnational networks for climate education and action

Friday-Sunday, April 21-23: Earth Day and possible conference on “climate education and action”

Week 14: Environmental racism, climate justice movements, disaster preparedness and resilience

Week 15: Final reflections and collective solutions through education for the climate emergency

Monday, May 8: third assignment due (case studies or topics from weeks 11-15, 15% and details TBA)

Ideas for independent or small-group student projects and presentations:

In an effort to encourage small-group work and “learning with others” (Conrad and Lundberg, 2022), we are going to structure some of our sessions around presentations, shared projects, and collaborations. Preliminarily, please indicate which of the following thematic areas and potential projects are of the most interest to you. We will try to form small groups and collaborative teams around shared interests:

TEACHER EDUCATION AND FUTURE CAREERS IN TEACHING: What are the current issues confronting those who are working to teach science, climate science, climate change, and environmental education? What resources are available through national or state groups around these issues? What are useful lessons from local exemplary programs and schools? Or, from a more personal perspective, what was your experience of these issues (for example, in AP: ES) in your own schooling? Did your school engage with such climate issues? Why or why not (key resource here will be Katie Worth, *Miseducation* 2021)?

SOCIAL MOVEMENT LEARNING AND COMMUNITY-BASED LEARNING: What can we learn from how contemporary social and student movements are seeking to engage with issues such as climate change impacts, community resilience, a “just transition” and climate justice? What specific groups or initiatives are emerging in Wisconsin, in and around secondary schools or at the higher education level? What are the differences between more grassroots or unofficial groups and work by “sponsored” or registered student organizations? In your judgment, what are the unique strengths and limitations of these kinds of youth-led efforts? Where in the world have such youth movement been most impactful – and why?

CLIMATE IMPACTS, PANDEMIC RECOVERY AND EMERGENCY PREPAREDNESS: Another cluster of projects could look at how climate change impacts – such as increasingly severe natural disasters, extreme weather, and other local and global crises – are impacting educational institutions and systems, and how nations, regions and international organizations are working to respond to these challenges. Some of this has emerged around Disaster Risk Reduction Education (DRRE), and there is new attention to these issues in the aftermath of COVID. How might new approaches to climate change education encourage such emergency preparedness? What are the lessons learned (or unlearned) – positive and negative – from how systems handled COVID? Are educational systems ready for additional zoonotic diseases?

STATEWIDE CONFERENCE OR SUMMIT MEETING OF CLIMATE EDUCATORS AND STUDENT LEADERS? Yet another approach – if there is enough interest in the group to sustain a project on this scale – would be to sponsor a hybrid (combined in-person and virtual sessions) conference or summit meeting to bring together innovative climate educators with the leaders of student organizations and interested students, to explore how new networks and collaborative programs in Wisconsin (or the wider region) might better support the rigor and quality of climate change education as well as community resilience. If successful, this organizational and networking effort might also lead to a co-authored publication or a guidebook for how to teach these issues, and how to link climate education to other social movements.

REVIVING THE “CLIMATE KNOWLEDGE PROJECT” AS AN EXPERIMENTAL FORM OF INFORMAL AND PEER-TO-PEER LEARNING? In 2013-2015, the Climate Knowledge Project (CKP) at UW-Madison explored community-based models of raising climate awareness among students, with remarkable success. Such an experimental effort or pilot program could also link to the existing “ecosystem” on campus of climate, environmental and sustainability-themed student organizations, as well as to efforts by ASM, the Nelson Institute, the Office of Sustainability (OS) and others to “consolidate and coordinate” such initiatives.

WEEK 1: Introduction and overview of course

Wednesday, January 25

Discussion questions: what is your initial opinion about climate change and the “climate emergency,” are you fundamentally an optimist or a pessimist about our ability to handle it, and why or why not?

WEEK 2: Foundational concepts in climate science; also local, national and international climate policy

Readings will appear sequentially in order of importance, with additional sources only recommended.

<p><i>Monday, January 30</i></p> <p><i>Learning objective: Students will become familiar with the global scientific consensus that has formed around research on climate, and to compare and contrast various forms of scientific and other evidence around these issues.</i></p>	<p>Topics for week:</p> <p>Fundamentals of climate science</p> <p>Climate impacts and policy responses</p> <p>Role of local, state and national governments in climate policy; role of international organizations and scientific networks</p>	<p>Required readings:</p> <p>Chomsky, Aviva. 2022. <i>Is Science Enough</i>, pp. 1-30.</p> <p>Armstrong, Anne et al. 2018. <i>Communicating Climate Change: A Guide for Educators</i>. Ithaca: Cornell U Press, 1-40.</p> <p>Oreskes, Naomi. 2004. “The Scientific Consensus on Climate Change.” <i>Science</i> 306 (December): 1686.</p> <p>OPTIONAL: U.S. Global Change Research Program (USGCRP): Fifth National Climate Assessment (NCA) 5 to be released 2023: Fifth National Climate Assessment GlobalChange.gov</p>	<p>Additional resources:</p> <p>OPTIONAL: State of Wisconsin. 2020. <i>Governor’s Task Force on Climate Change Report</i>. Madison, WI.</p> <p>REFERENCE: Intergovernmental Panel on Climate Change (IPCC). 2022. <i>Climate Change 2022: Impacts, Adaptation and Vulnerability</i> (Assessment Report 6 or AR 6): Climate Change 2022: Impacts, Adaptation and Vulnerability Climate Change 2022: Impacts, Adaptation and Vulnerability (ipcc.ch)</p>
<p>Wednesday, February 2</p>	<p>Topics:</p> <p>Overview of historical and philosophical perspective</p> <p>Slow violence, climate impacts and vulnerability</p> <p>Eco-anxiety, climate pre-</p>	<p>Required readings:</p> <p>Stephenson, Wen. 2015. <i>What We’re Fighting for Now is Each Other: Dispatches from the Front Lines of Climate Justice</i>, excerpt TBA. Boston: Beacon Press.</p> <p>Vimont, Dan et al. 2021. <i>Wisconsin’s Changing Climate: Impacts and Solutions for a Warmer Climate</i> (AR 2). Madison: UW-Madison and WICCI/Nelson Institute for</p>	<p>Additional resources:</p> <p>OPTIONAL: Ray, Sarah Jaquette. 2020. <i>A Field Guide to Climate Anxiety: How to Keep Your Cool on a Warming Planet</i>. Berkeley: U of California Press.</p> <p>OPTIONAL: Christman, Phil. 2020. <i>Midwest Futures</i>, pp. 119-137. Cleveland: Belt Publishing.</p>

	trauma and psychological perspectives	Environmental Studies and Department of Natural Resources (DNR): WICCI 2021 Assessment Report.pdf Powered by Box	REFERENCE: Nixon, Rob. 2011. <i>Slow Violence and the Environmentalism of the Poor</i> . Cambridge: Harvard University Press.
--	---------------------------------------	--	---

Submit by Monday, February 6: 1-2 pages (or more, ungraded 5%) as a personal essay, along with preliminary expression of interests and potential projects. Where are you from, and what brought you to UW Madison? What is your major and are you doing any certificates (minors), if declared? What are your longer-term career or other interests? Why are you interested in this course, and what projects are you considering (review topics and potential projects on pages 3-4 of DRAFT syllabus)?

WEEK 3: Innovations in early childhood and elementary climate change education; eco-anxiety/SEL

Monday, February 6 <i>Learning objective: Students will analyze controversies around “age-appropriate learning,” “intergenerational learning,” “social movement learning,” “community-based learning” and “place-based learning” in relation to climate and sustainability.</i>	<p>Topics:</p> <p>Climate education and sustainability in preschool and elementary institutions</p> <p>Teachers and children’s environmental anxiety: pedagogical solutions and the potential of social emotional learning (SEL) and trauma-informed approaches</p>	<p>Required readings:</p> <p>Worth, Katie. 2021. <i>Miseducation: How Climate Change is Taught in America</i>. New York: Columbia Global Reports of CUP, pp. 1-17</p> <p>Stevenson, Kathryn T. et al., 2020. “Empowering Children to Change Hearts and Minds on Climate Change Against All Odds.” In Henderson, Joseph and Andrea Drewes, eds. <i>Teaching Climate Change in the United States</i>. NY: Routledge, pp. 11-28.</p> <p>Nxumalo, Fikile and Marleen Villanueva. 2019. “Decolonial Water Stories: Affective Pedagogies with Young Children.” <i>International Journal of Early Childhood Environmental Education</i> 7(1): 40-56.</p> <p>Seydel, Jennifer et al. 2022. <i>Trailblazers for Whole School Sustainability: Case Studies of</i></p>	<p>Additional resources:</p> <p>RESOURCE: State of Wisconsin (2018) DPI: climate literacy standards (section for grades P-5): Wisconsin Standards for Environmental Literacy and Sustainability Wisconsin Department of Public Instruction</p> <p>OPTIONAL: Rydberg, Victoria. 2007. <i>Hands On, Feet Wet: The Story of River Crossing Environmental Charter School</i>. Verona: Park Printing.</p> <p>OPTIONAL: Rooney, Tonya and Mindy Blaise. 2023. <i>Rethinking Environmental Education in a Climate Change Era: Weather Learning in Early Childhood</i> (Australia). NY: Routledge.</p> <p>OPTIONAL: Goldman, Linda. 2022. <i>Climate Change and Youth: Turning Grief and</i></p>
--	---	---	--

		<i>Educators in Action</i> . NY: Routledge, Introduction.	<i>Anxiety into Activism</i> . NY: Routledge.
Wednesday, February 8	<p>Potential discussion questions and project ideas:</p> <ul style="list-style-type: none"> • What does the educational research suggest about age-appropriate and developmentally appropriate approaches to climate change and sustainability education for preschool and elementary students? • What are the risks of premature exposure to troubling or anxiety-producing content or ideas, and how might those risks best be mitigated? What might help overcome those barriers? • Where might this content be most usefully integrated into curricula and state-level content standards? What kinds of instructional activities seem most effective? • Are there any particularly innovative state-level approaches, or innovations spread and supported through professional networks or affinity groups around these kinds of innovations? What are the best resources for pre-service teacher education around these issues, or in-service professional development? What more could be done? • What are the particularly innovative institutions or programs in Wisconsin and the USA, and how might we best learn from them or join in their network building and mutual support networks? • Other themes, illustrative case studies or questions of your own? 	<p>Institutions, programs and resources (for individual or small-group student projects and in-class presentations):</p> <p>Aldo Leopold Nature Preschool, Monona</p> <p>Kickapoo Valley Reserve Nature School, LaFarge WI</p> <p>UWSP Wisconsin Center for Environmental Education (WCEE); programs such as LEAF (forestry) and KEEP (energy)</p> <p>Wisconsin Green and Healthy Schools Network (exemplars)?</p> <p>Madison Metropolitan School District (MMSD) programs</p> <p>Green Schools Consortium of Milwaukee</p> <p>Indian Community School</p> <p>Madison Children’s Museum</p> <p>State-level innovations in NJ, CT, CA, HI, MN or other locales</p>	

Week 4: Innovations in middle and secondary climate education; TVET; science education standards

Monday, February 13	<p>Required readings:</p> <p>Worth, Katie. 2021. <i>Miseducation: How Climate Change is Taught in America</i>. New York: Columbia Global Reports of Columbia UP, pp. 18-151 (<i>can stretch this out over weeks 3 through 5</i>).</p>	<p>Additional resources:</p> <p>OPTIONAL: Berbeco, Minda et al. 2017. “Doubt and Denial as Challenges To, and In, Teaching Climate Change.” In <i>Teaching and Learning About Climate Change</i>, ed. By D. Shepardson, 235-245. NY: Routledge.</p>
<p><i>Learning objective:</i> Students will be encouraged to critically analyze the impact of</p>		

<p><i>climate change in the education sector, and to explore ways to embed sustainability principles in diverse educational and community programs.</i></p>	<p>Le, Kelley T. 2021. <i>Teaching Climate Change for Grades 6-12: Empowering Science Teachers to Take on the Climate Crisis Through NGSS</i>. New York: Routledge, excerpt TBA (Conclusions).</p> <p>Monroe, Martha C. et al. 2019. "Identifying Effective Climate Change Education Strategies: A Systematic Review of the Research." <i>Environmental Education Research</i>, 25(6): 791-812.</p> <p>Nation, Molly T. and Allan Feldman. 2021. "Environmental Education in the Secondary Science Classroom: How Teachers' Beliefs Influence Their Climate Change Instruction." <i>Journal of Science Teacher Education</i>, 32(5): 481-499.</p>	<p>OPTIONAL: Rudolph, John L. and Shusaku Horibe. 2016. "What Do We Mean by Science Education for Civic Engagement?" <i>Journal of Research in Science Teaching</i> 53, no. 6: 805-820.</p> <p>REFERENCE: Rudolph, John L. 2019. <i>How We Teach Science: What's Changed, and Why It Matters</i>. Cambridge: Harvard University Press, excerpt TBA.</p> <p>Larson, Annika. 2021. "Climate Change Education is Failing Our Youth" (Columbia Climate School): Climate Change Education Is Failing Our Youth (columbia.edu)</p>
<p>Wednesday, February 15</p>	<p>Potential discussion questions and ideas:</p> <ul style="list-style-type: none"> • What does the educational research suggest about developmentally appropriate and effective approaches to climate change and sustainability education at the secondary level? • How explicitly have these kinds of programs tried to deal with climate anxiety and pre-trauma and related SEL issues? What kinds of approaches might help overcome those challenges? • How have these programs linked to environmental racism and climate justice approaches? • Are there any particularly innovative state-level approaches, or innovations spread and supported through professional networks of affinity groups around these concepts? • What impact have the Next Generation Science Standards (NGSS) had on the teaching of climate change in the United 	<p>Institutions, programs and resources:</p> <p>NGSS (Next Gen Science Standards): Next Generation Science Standards (nextgenscience.org)</p> <p>DPI 2018 environmental literacy and sustainability standards (for middle and secondary grades)</p> <p>WCEE and other state resources grades 6-12; or Wisconsin Association for Environmental Education (WAEE, UW Stevens Point)</p> <p>Field EdVentures programs (field study nonprofit)</p> <p>Conserve School (possible study of its impact, legacies and closure)</p> <p>Green and Healthy Schools (award winners and pilots for grades 6-12)</p> <p>Escuela Verde, Milwaukee</p> <p>Badger Rock Middle School and Community Center, Madison</p>

	<p>States, and how have educators sought to build on NGSS?</p> <ul style="list-style-type: none"> • What are the particularly innovative institutions or programs internationally, and how might we best learn from them or join in network building or mutual support efforts? 	<p>Dane County Youth Environmental Coalition (DCYEC) or other councils</p> <p>Youth Climate Council pilot projects?</p> <p><i>Other youth and student-led projects and initiatives in Wisconsin or the US?</i></p>
--	--	--

Week 5: Innovations in higher education; postsecondary TVET; role of education in social movements

<p><i>Monday, February 20</i></p> <p><i>Learning objective: Students will be encouraged to critically analyze the impact of climate change in the education sector, and to explore ways to embed sustainability principles in diverse educational and community programs.</i></p>	<p>Required readings:</p> <p>Thomashow, Mitchell. 2014. <i>The Nine Elements of a Sustainable Campus</i>. Cambridge: MIT Press, excerpt TBA.</p> <p>Hess, David J and Alexander Maki. 2019. "Climate Change Belief, Sustainability Education, and Political Values: Assessing the Need for Higher-Education Curriculum Reform." <i>Journal of Cleaner Production</i> 228: 1157-1166.</p> <p>Shoreman-Quimet, Eleanor. 2021. "It's Time to (Climate) Change The Way We Teach." <i>Learning and Teaching</i> 14, no. 2: 76-86.</p> <p>Ogunbode, Charles A. et al. 2022. "Climate Anxiety, Wellbeing and Pro-environmental Action: Correlates of Negative Emotional Responses to Climate Change in 32 Countries." <i>Journal of Environmental Psychology</i> 84: 1-14.</p>	<p>Additional resources:</p> <p>OPTIONAL: Rojas, Fabio. 2012. "Social Movements and the University." In <i>The Organization of Higher Education</i>, ed. Michael Bastedo, 256-277.</p> <p>OPTIONAL: Buckland, Peter D. et al. 2020. "Science Alone Will Not Save Us: Civic Engagement Might." In Henderson and Drewes, <i>Teaching Climate Change in the United States</i>, 186-199. NY: Routledge.</p> <p><i>TVET source and links from Matthew Hora and CEW "green jobs" project?</i></p> <p>Greening in TVET (UNESCO): Greening (unesco.org)</p> <p>Green jobs (International Labor Organization): Green jobs (Green jobs) (ilo.org)</p>
<p><i>Wednesday, February 22</i></p>	<p>Potential questions and project ideas:</p> <ul style="list-style-type: none"> • What does the educational research suggest about the most effective approaches to climate literacy and sustainability education at the tertiary or higher education level? Which countries or systems are the most ambitious 	<p>Institutions, programs and resources:</p> <p>AASHE (Association for the Advancement of Sustainability in Higher Education) and Second Nature: https://secondnature.org</p> <p>Second Nature: Second Nature</p>

	<p>or comprehensive in supporting such educational programs?</p> <ul style="list-style-type: none"> • To what degree have these conversations sought to combine recovery from COVID and closures with support for climate anxiety or mental health issues? What might help overcome those barriers? Which nations or institutions have been most forward-thinking about these issues? • Which countries have been most successful at encouraging or supporting “green campus” movements, and why? How have transnational civil society groups played a role in this area? • What are the particularly innovative institutions or programs in Wisconsin, and how might we best learn from such exemplars? • What particular innovations are coming out of indigenous and tribal institutions and sustainability programs in areas such as forestry, land use, and food systems? • Other themes and questions or exemplary university climate and sustainability programs globally? 	<p>UW-Madison, Nelson Institute, Center for Climatic Research, SAGE and CHE, other units such as WICCI (Wisconsin Initiative on Climate Change Impacts). UW-Madison Office of Sustainability (OS): Office of Sustainability – Official website for the UW-Madison Office of Sustainability – UW–Madison (wisc.edu)</p> <p>UW-Milwaukee, School of Freshwater Sciences and sustainability program</p> <p>UW System sustainability coordination</p> <p>Northland College (environmental studies and Native American studies) or other Eco-League liberal arts colleges (Maine, Alaska, Arizona, etc.)</p> <p>UW Stevens Point, College of Natural Resources and related programs</p> <p>College of the Menominee Nation or other tribal institutions and initiatives; <i>also sustainability at minority-serving institutions (MSIs)?</i></p>
--	--	--

Monday, February 27: First assignment due (case studies or topics from weeks 1-5, 15% details TBA).

SECTION III: EDUCATIONAL DIMENSIONS OF CONTEMPORARY CLIMATE THOUGHT

Week 6: Dystopian currents I: catastrophism and biodiversity; planetary boundaries; also eco-fascism

- When did catastrophist and dystopian warnings begin to emerge about the biodiversity crisis, the impacts of climate change, and humankind’s ability to surpass “planetary boundaries”?
- How, in some political contexts, does one strain of apocalyptic thought link to eco-fascism? How do anxieties about natural resources, food systems, and migration trigger “ecological panic”?
- What are the educational impacts and implications of these analyses? How have educational institutions worked to incorporate these arguments and respond in policies and practices?

<p><i>Learning objective: Students will be asked to interpret various currents of dystopian thought around climate change and sustainability and will explore the implications and utility of those contrasting approaches, especially in educational contexts.</i></p>	<p>Required for Monday, February 27:</p> <p>Kemp, Luke et al. 2022. "Climate Endgame: Exploring Catastrophic Climate Change Scenarios." <i>PNAS</i> 119(34): 1-9.</p> <p>Steffen, Will et al. 2018. "Trajectories of the Earth System in the Anthropocene." <i>PNAS</i> 115 (33): 8252-8259.</p> <p>Wallace-Wells, David. 2019. <i>The Uninhabitable Earth: Life After Warming</i>. New York: Tim Duggan.</p> <p>Required reading Wednesday, March 1:</p> <p>Snyder, Timothy. 2015. <i>Black Earth: The Holocaust as History and Warning</i>. New York: Duggan Books.</p>	<p>Additional readings and resources:</p> <p>REFERENCE: Kolbert, Elizabeth. 2014. <i>The Sixth Extinction: An Unnatural History</i>. New York: Henry Holt.</p> <p>OPTIONAL: Rockstrom, Johan et al. 2009. "A Safe Operating Space for Humanity." <i>Nature</i> 461 (24 Sept.): 472-475,</p> <p>OPTIONAL: Oreskes, Naomi and Erik Conway. 2014. <i>The Collapse of Western Civilization: A View from the Future</i>. New York: Columbia University Press/</p> <p>OPTIONAL: Kaplan, E. Ann. 2016. <i>Climate Trauma: Foreseeing the Future in Dystopian Film and Fiction</i>, excerpt TBA. New Brunswick: Rutgers UP.</p>
---	---	---

Week 7: Dystopian currents II: indigenous displacement and climate colonialism; zoonotic pandemics

- How were earlier patterns of colonial conquest and the displacement and genocide of indigenous peoples connected to historical changes in biodiversity and extinction crises?
- How and why do some contemporary authors extend these analyses of the biodiversity and climate crisis to our contemporary political economy? How is this linked to pandemic outbreaks?
- What are the educational impacts and implications of these analyses? How have educational institutions worked to incorporate these arguments and respond in policies and practices?

<p><i>Learning objective: Students will be asked to interpret various currents of dystopian thought around climate change and sustainability and will explore the implications,</i></p>	<p>Required for Monday, March 6:</p> <p>Gilio-Whitaker, Dina. 2019. "Genocide By Any Other Name." In <i>As Long As Grass Grows: The Indigenous Fight for Environmental Justice From Colonization to Standing Rock</i>, 35-52. Boston: Beacon Press.</p> <p>Dawson, Ashley. 2022. <i>Extinction: A Radical History</i>, expanded ed. NY: O/R Books.</p> <p>Required for Wednesday, March 8:</p>	<p>Additional resources:</p> <p>RESOURCE: UN. 2022. <i>Global Biodiversity Outlook 5: Summary for Policymakers</i>. Montreal: UNEP/Convention on Biological Diversity: Global Biodiversity Outlook 5 Convention on Biological Diversity (cbd.int)</p> <p>OPTIONAL: Hine, Dougal. 2023. <i>At Work in the Ruins: Finding Our Place in the Time of Science, Climate Change, Pandemics and All the Other Emergencies</i>. NY: Chelsea Green.</p>
---	--	---

<p><i>utility and risks of these currents of thought, especially in educational contexts.</i></p>	<p>Vidal, John. 2020. "Tip of the Iceberg: Is Our Destruction of Nature Responsible for COVID-19?" <i>The Guardian</i> (March 18): 'Tip of the iceberg': is our destruction of nature responsible for Covid-19? Environment The Guardian</p> <p>Davis, Mike. 2020. <i>The Monster Enters: COVID-19, Avian Flu and the Plagues of Capitalism</i>. NY: O/R Books.</p>	<p>OPTIONAL: Skrimshire, Stefan. 2013. "Climate Change and Apocalyptic Faith." <i>WIREs Climate Change</i> 5: 233-246.</p> <p><i>I would welcome suggestions here for sources and links on any of these issues. Or for critiques or alternatives to the perspectives of Dawson, Davis et al.?</i></p>
---	---	---

Week 8: SPRING BREAK

<p>OPTIONAL MATERIAL</p>	<p>Climate communications</p> <p>Boykoff, Maxwell. 2019. <i>Creative (Climate) Communications: Productive Pathways for Science, Policy and Society</i>. NY: Cambridge University P.</p> <p>Armstrong, Anne et al. 2018. <i>Communicating Climate Change: A Guide for Educators</i>. Ithaca: Comstock Press of Cornell UP.</p>	<p>OPTIONAL: Lynn, Jonathan et al. 2021. "Communications in the IPCC's Sixth Assessment Report Cycle." <i>Climatic Change</i> 169, no. 18, pp. 58-69.</p> <p>Yale Program on Climate Change Communications: Home - Yale Program on Climate Change Communication</p>
---------------------------------	---	---

Week 9: Utopian currents I: Techno-utopianism, geoengineering and eco-capitalism; also governance

- There are multiple and diverse currents of scientifically-informed climate utopias: from techno-utopianism and eco-modernism to geoengineering. What are the origins and key proposals of these various programs? How realistic are they? Do they rely on current or future technologies?
- What are the implications for local, national and global governance of such systemic changes?

<p><i>Learning objective: Students will be asked to interpret various currents of utopian thought around climate change and sustainability and</i></p>	<p>Required for Monday, March 20:</p> <p>Hamilton, Clive. 2014. "Geoengineering and the Politics of Science." <i>Bulletin of the Atomic Scientists</i> 70(3): 17-26.</p> <p>Hawken, Paul et al. 2021. <i>Regeneration: Ending the Climate Crisis in One Generation</i>. NY: Penguin.</p> <p>Project Drawdown: Project Drawdown</p>	<p>Additional resources and references:</p> <p>REFERENCE: Shellenberger, Michael. 2020. <i>Apocalypse Never? Why Environmental Alarmism Hurts Us All</i>. NY: Harper.</p> <p>OPTIONAL: Doerr, John. 2021. <i>Speed and Scale: An Action Plan for Solving the Climate Crisis Now</i>. NY: Penguin: An Action Plan for Solving our Climate</p>
--	--	--

<p><i>will explore the implications, utility and risks of these currents of thought, especially in educational contexts.</i></p>	<p>Asafu-Adjaye, John et al. 2015. An Eco-Modernist Manifesto. http://www.ecomodernism.org</p> <p>Required for Wednesday, March 22:</p> <p>Lomborg, Bjorn. 2020. "Welfare in the 21st Century." <i>Technological Forecasting and Social Change</i> 156: 1-35.</p> <p>Shellenberger, Michael. 2020. "Update On Climate Change." US Congress (date)</p> <p>McLaren, Duncan and Olaf Corry. 2021. "Clash of Geofutures and the Remaking of Planetary Order: Faultlines Underlying Conflict Over Geoengineering Governance." <i>Global Policy</i> 12: 20-32.</p>	<p>Crisis Now Speed & Scale (speedandscale.com)</p> <p>REFERENCE: Hamilton, Clive. 2013. <i>Earthmasters: The Dawn of the Age of Climate Engineering</i>. New Haven: Yale University Press.</p> <p>REFERENCE: Lomborg, Bjorn. 2021. <i>False Alarm: How Climate Change Panic Costs us Trillions, Hurts the Poor, and Fails to Fix the Planet</i>, revised ed. NY: Basic Books.</p> <p><i>Please suggest sources or analyses of geoengineering and its implications for global governance and oversight?</i></p>
--	---	---

Week 10: Utopian currents II: indigenous movements; abolitionism and feminism; also eco-socialism

- How do indigenous peoples argue that the impacts of colonialism and conquest constituted an earlier form of "climate crisis," and had often genocidal implications for indigenous peoples?
- What educational practices and pedagogies have been driving the recovery of indigenous rights, identities, and languages, and how are these movements integrally linked to climate justice?
- How have abolitionist and feminist thought and social movements linked to climate justice, and how do some aspects of these movements link to eco-socialism and the Green New Deal?

<p><i>Learning objective: Students will be asked to interpret various currents of utopian thought around climate change and sustainability and will explore the implications, utility and risks of these currents of thought, especially in educational contexts.</i></p>	<p>Required reading for Monday, March 27:</p> <p>Goldtooth, Tom. 2016. "'For A Change of Paradigm': Indigenous Environmental Network." <i>World Rainforest Movement Bulletin</i> 223 (May)</p> <p>Johnson, Ayana Elizabeth and Katherine K. Wilkinson, eds. 2020. <i>All We Can Save: Truth, Courage and Solutions for the Climate Crisis</i>, excerpt TBA. NY: One World. The All We Can Save Project</p> <p>Hayes, Chris. 2014. "The New Abolitionism." <i>The Nation</i> (May 12): 1-9.</p> <p>Required reading Wednesday, March 29</p>	<p>Additional readings and resources:</p> <p>Contact Us – Indigenous Environmental Network (iearth.org)</p> <p>REFERENCE: Gilio-Whitaker, Dina. 2019. <i>As Long as Grass Grows: The Indigenous Fight for Environmental Justice, from Colonization to Standing Rock</i>, excerpt TBA. Boston: Beacon P.</p> <p>OPTIONAL: Vinyeta, Kirsten et al. 2015. <i>Climate Change Through an Intersectional Lens: Gendered Vulnerability and Resilience in Indigenous Communities in the United States</i>. Eugene: USFS.</p>
---	--	---

	<p>Lowan-Trudeau, Gregory. 2018. <i>Protest As Pedagogy: Teaching, Learning and Indigenous Environmental Movements</i> (Canadian First Nations). NY: Peter Lang.</p> <p>OPTIONAL: Klein, Naomi. 2019. <i>On Fire: The (Burning) Case for a Green New Deal</i>. NY: Simon and Schuster.</p> <p>OPTIONAL: McGregor, Deborah. 2021. "An Indigenous Peoples' Approach to Climate Justice." Climate Brief (October): An Indigenous peoples' approach to climate justice - Resilience</p>	<p>Idle No More (Canada): https://www.idlenomore.ca: (16) Idle No More: Indigenous-Led Protests Sweep Canada for Native Sovereignty and Environmental Justice - YouTube</p> <p>NO DAPL: (16) Stand Up / Stand N Rock #NoDAPL (Official Video) - YouTube</p> <p><i>Wisconsin "tribal climate adaptation"</i></p>

Monday, April 3: second assignment due (case studies or topics from weeks 6-10, 15% and details TBA)

SECTION IV: GLOBAL TRENDS AND TRANSNATIONAL MOVEMENTS IN CLIMATE EDUCATION AND ACTION

Week 11: Role of youth movements and student organizations in global climate education and action

- Building on our earlier consideration of higher education (week 5), what more could be done to sustain or support such initiatives? How and why do these developments in the United States play such a significant role in shaping climate education? How are youth and student-led climate and sustainability movements unfolding around the world, and in other national systems?
- In Wisconsin, what could be done to build on the model of DCYEC and other youth-led climate and sustainability initiatives? How might this link to the "youth climate councils" movement?
- What more could be done to instill principles and practices of social justice and equity into these types of initiatives and movements? How might alliances be fostered across such social issues?

<p>Monday, April 3</p> <p><i>Learning objective: Students will analyze, compare and evaluate youth and student-led climate and sustainability movements in the education sector, in</i></p>	<p>Required readings:</p> <p>Stuart, Diana, Ryan Gunderson and Brian Petersen. 2020. "The Climate Crisis as a Catalyst for Emancipatory Transformation: An Examination of the Possible." <i>International Sociology</i> 35, no. 4: 433-456.</p> <p>Han, Heejin and San Wuk Ahn. 2020. "Youth Mobilization to Stop Global Climate Change: Narratives and Impact." <i>Sustainability</i> 12: 1-23.</p>	<p>Optional readings and additional resources:</p> <p>OPTIONAL: Hestres, Luis and Jill Hopke. 2017. "Internet-Enabled Activism and Climate Change." <i>Oxford Research Encyclopedia of Climate Science</i>, pp. 1-28. NY: Oxford University Press.</p> <p>Martiskainen, Mari et al. 2020. "Contextualizing Climate Justice Activism: Knowledge, Emotions, Motivations and Actions Among Climate Strikers in Six</p>
---	--	---

<p><i>Wisconsin, the USA, and internationally.</i></p>	<p>Mayes, Eve and Evan Carter. 2022. "Learning with Student Climate Strikers' Humour: Towards Critical Affective Climate Justice Literacies." <i>Environmental Education Research</i>, 4(15): 1-18.</p>	<p>Cities." <i>Global Environmental Change</i> 65, pp. 1-18.</p> <p>OPTIONAL: Bessant, Judith, Analicia Mejia Mesinas, and Sarah Pickard, eds. 2021. <i>When Students Protest</i>, 3 vols. Lanham: Rowman & Littlefield.</p>
<p>Wednesday, April 5</p>	<p>Potential questions and ideas (student-led discussions of case studies, preparations for April event):</p> <ul style="list-style-type: none"> • What are the most pressing issues inspiring student organizations and movements around climate and environmental issues? How is this playing out at UW-Madison and in UW System? Or in WTCS? • How do registered or sponsored student orgs connect to more grassroots or social movement organizations and initiatives? How do the two sectors relate to one another, and how might this "ecosystem" of youth initiatives be enriched and amplified? • To what degree have these conversations sought to combine recovery from COVID with support for climate anxiety or mental health issues? What might help overcome those barriers? What else could be done? • Have these types of movements and campaigns tended to "incubate" within educational institutions, and why particularly? What are the strengths and limitations of those processes? 	<p>Resources and potential case studies:</p> <p>UW-Madison registered and sponsored student organizations (incomplete list): Environment and Sustainability Student Organizations – Office of Sustainability – UW–Madison (wisc.edu)</p> <p>UW-Madison OS: Amplifying BIPOC Voices in Sustainability series: Amplifying BIPOC Voices in Sustainability Series – Office of Sustainability – UW–Madison (wisc.edu)</p> <p>University of Wisconsin Divestment Coalition (UWDC)</p> <p>Wisconsin Student Climate Action Coalition (WSCAC)</p> <p>Youth Climate Action Team (YCAT)</p> <p>UW Madison BIPOC Coalition (and other allied organizations)</p> <p>CLEAN, HELIOS, ERBN, or other ECS orgs</p> <p>Faith-based climate initiatives on campus</p> <p>Greeks Go Green</p> <p>Sustainability initiatives in UW Athletics</p> <p><i>Climate, environmental, sustainability or climate justice organizations or movements from any other US states or higher educational institutions/systems?</i></p>

Week 12: Emerging concepts of climate law and fossil fuel divestment movements in education

- When and how has the field of “climate law” emerged, and what are its principle new ideas and potential conceptual breakthroughs? What types of legal arguments are being put forward?
- How have new legal ideas about liability, intergenerational harm, and standing emerged from social movements for climate justice? Have educational institutions supported these trends?
- Why precisely have so many student campaigns come to focus on fossil fuel divestment, and how has this effort played out in the higher ed sector in the USA? And at UW System?

<p><i>Learning objective: Students will analyze, compare and evaluate youth and student-led climate, sustainability and fossil fuel divestment movements in the education sector, in Wisconsin, the USA, and internationally.</i></p>	<p>Required readings for Monday, April 10:</p> <p>Gibson, Dylan and Leslie A. Duram. 2020. “Shifting Discourse on Climate and Sustainability: Key Characteristics of the Fossil Fuel Divestment Movement.” <i>Sustainability</i> 12: 1-17.</p> <p>Mikkelson, Gregory M. et al. 2021. “Mutual Reinforcement of Academic Reputation and Fossil Fuel Divestment.” <i>Global Sustainability</i>, 4: 1-4.</p> <p>Dizon, Jude Paul Matias, Jordan Harper and Adrianna Kezar. 2022. “Using Strategies Elites Understand: Divestment as an Approach to Social Change.” <i>Peabody Journal of Education</i> 97, no. 5: 584-599.</p> <p>Required for Wednesday, April 12:</p> <p>Hamilton, Ted. 2022. <i>Beyond Fossil Law: Climate, Courts and the Fight for a Sustainable Future</i>. Portland: O/R Books.</p> <p>OPTIONAL: Franta, Benjamin. 2017. “Litigation in the Fossil Fuel Divestment Movement.” <i>Law and Policy</i> 39, no. 4: 393-411.</p>	<p>Additional resources:</p> <p>OPTIONAL: Grady-Benson, Jessica and Brinda Sarathy. 2016. “Fossil Fuel Divestment in US Higher Education: Student-Led Organizing for Climate Justice.” <i>Local Environment</i> 21 (6): 661-681.</p> <p>OPTIONAL: McKibben, Bill. 2018. “Movements Without Leaders: How to Make Change on an Overheating Planet.” In Char Miller and Jeff Crane, eds. <i>The Nature of Hope: Grassroots Organizing, Environmental Justice, and Political Change</i>, 15-25. Louisville: U of Colorado Press and Utah State Press.</p> <p>Climate Defense Project: Home - Climate Defense Project</p> <p>OPTIONAL: Schifeling, Todd and Andrew J. Hoffman. 2019. “Bill McKibben’s Influence on U.S. Climate Change Discourse: Shifting Field-Level Debates Through Radical Flanking Effects.” <i>Organization and Environment</i> 32(3): 213-233.</p>
---	--	--

Week 13: International organizations and policy trends in climate education; UNFCCC and COP 27

- How have international organizations (IOs) such as the various UN agencies engaged with the challenges of climate and sustainability education? How have this been advanced through the UNFCCC process and the COP meetings? What does Article 12 require of signatory states?
- How effective have these internationally-led efforts been? Why do UN programs have much greater impact in the developing world and middle-income countries?

- What kinds of innovative or exemplary climate and sustainability programs are emerging at the level of educational institutions in different world regions?
- What regional networks or international organizations are shaping or helping to develop these kinds of programs, and what are the lessons to be learned from such multilateral cooperation?
- What are some particular aspects of place-based climate education in these regions, or how are indigenous ways of knowing and learning being drawn upon to shape climate adaptation?

<p><i>Learning objective:</i> <i>Students will analyze, compare and evaluate the role of international organizations and global social movements in the climate education movement, in the USA and internationally.</i> UW-Madison OS and WEI International Climate Justice Teach-In, Tuesday, April 25</p>	<p>Required readings for Monday, April 17:</p> <p>Education International. 2021. <i>Teach for the Planet: An Education Unionist's Guide to Climate Education Advocacy</i>. Paris: EI/IE.</p> <p>Kwauk, Christina and Olivia Casey. 2021. <i>The New Green Learning Agenda</i>. Washington, DC: Brookings Institution: Brookings Institution 2021 New Green Learning Agenda.pdf</p> <p>Kwauk, Christina. 2022. <i>Climate Change Education Ambition Report Card: The Climate Change Education Ambition Report Card (ei-ie.org)</i></p> <p>OPTIONAL: Iyengar, Radhika and Christina T. Kwauk, eds. 2021. <i>Curriculum and Learning for Climate Action: Toward an SDG 4.7 Roadmap for Systems Change</i>. Leiden: Brill (full pdf is in module, e-book in UW Libraries site).</p>	<p>Additional readings and resources:</p> <p>UNESCO. 2017. <i>Changing Minds Not the Climate</i>. Paris: UNESCO.</p> <p>Climate change education UNESCO</p> <p>It is getting hot: Call for education systems to respond to the climate crisis.pdf (unicef.org)</p> <p>New research: World fails in climate education despite urgent need to act (ei-ie.org)</p> <p><i>Please suggest other global resources and case studies on these policies?</i></p>
--	---	---

Details TBA: Potential statewide conference on “innovations in climate and sustainability education”

Week 14: Environmental racism, climate justice movements; also disaster preparedness and resilience

- How and why did new understandings of environmental racism emerge in the 1970s and after? What was done in law and policy to try and alleviate such injustices? How have indigenous ways of knowing and tribal law shaped this movement in more recent decades?
- How and why has the field of disaster risk reduction education (DRRE) emerged, and what role has transnational cooperation played in its development? What role have UN agencies played?
- What are the policy instruments for this kind of planning in Wisconsin and the US? What was done during COVID-19 to adapt educational institutions and systems to these challenges? What

are the lessons learned (or unlearned) about such adaptation? How might it apply to future climate adaptation, policies to foster community resilience, and future climate emergencies?

<p><i>Learning objective: Students will evaluate analyses of environmental racism, and explore the role of social movements to promote climate justice. Students will also explore the global emergence of the field of DRRE (disaster risk reduction education) and its core principles.</i></p>	<p>Required readings for Monday, April 24:</p> <p>Taylor, Dorceta. 2011. "The Evolution of Environmental Justice Activism, Research and Scholarship." <i>Environmental Practice</i> 13, no. 4: 280-301.</p> <p>Mitchell, Mark. 2021. "Racism as a Motivator for Climate Justice." <i>Daedalus</i> 149, 4: 96-107. Required for Wednesday, April 26:</p> <p>Deitchman, Scott D. et al. 2021. "Climate Resilience: It's Time for a National Approach." <i>Health Security</i> 19, no. 6: 652-660.</p> <p>Shaw, Rajib, Aiko Sakurai and Yukihiro Oikawa. 2021. "New Realization of Disaster Risk Reduction Education in the Context of a Global Pandemic: Lessons from Japan." <i>International Journal of Disaster Risk Sciences</i> 12: 568-580.</p> <p>OPTIONAL: Cripps, Elizabeth. 2022. <i>What Climate Justice Means and Why We Should Care</i>. NY: Bloomsbury.</p>	<p>Optional and additional resources:</p> <p>OPTIONAL: Shaw, Rajib and Yukihiro Oikawa, eds. 2014. <i>Education for Sustainable Development and Disaster Risk Reduction</i>. Dordrecht: Springer.</p> <p>OPTIONAL: Companion, Michele and Mariam S. Chaiken, eds. 2017. <i>Responses to Disasters and Climate Change: Understanding Vulnerability and Fostering Resilience</i>. NY: CRC Press.</p> <p>IPCC. 2022. <i>Sixth Assessment Report</i> (on vulnerability and risk).</p> <p>OPTIONAL: Kagawa, Fumiyo and David Selby. 2015. <i>Sustainability Frontiers</i>. Opladen: Budrich Publishers, excerpt TBA.</p>
---	---	---

Week 15: Final reflections and collective and collaborative solutions for the global climate emergency

- What is a "usable climate science" and how successful have climate scientists and educators been in shaping public awareness of these issues? How successful have they been – or not – in motivating and mobilizing professional and academic attention to these issues and action?
- Looking back over the semester as a whole, are you now more pessimistic or more optimistic about the climate emergency than when we started? What are the most troubling or seemingly intractable problems? In your opinion – what are the most promising solutions or new policies?

<p><i>Learning objectives: Students will be encouraged to reflect critically on</i></p>	<p>Required readings for Monday, May 1:</p> <p>Beck, Ulrich. 2015. "Emancipatory Catastrophism: What Does it mean for Climate Change and Risk Society?" <i>Current Sociology</i> 63, no. 1, pp. 75-88.</p>	<p>Optional and additional resources:</p> <p>Stuart, Diana et al. 2020. "Shared Pretenses for Collective Inaction."</p> <p>OPTIONAL: Mendez, Michael. 2020. <i>Climate Change from the Streets: How Conflict and Collaboration Strengthen the</i></p>
---	--	---

<p><i>how and why their views on climate issues have evolved over the course of the semester. Students will also be encouraged to reflect on potential career paths relevant to climate and sustainability, across all majors and professional areas and fields.</i></p>	<p>Almeida, Paul. 2019. "Climate Justice and Sustained Transnational Mobilization." <i>Globalizations</i> 16, no.7: 973-979.</p> <p>Kieran, Patricia. 2021. "The World's Religious Traditions and Global Climate Disruption." In <i>Teaching Climate Change in Primary School: An Interdisciplinary Approach</i>, edited by Anne Dolan, pp. NY: Routledge.</p> <p>Required readings Wednesday, May 3:</p> <p>Mitchell, Audra and Aadita Chaudhury. 2020. "Worlding Beyond 'the' 'end' of 'the world': White Apocalyptic Visions and BIPOC Futurisms." <i>International Relations</i> 34, no. 3: 309-332.</p> <p>Tolppanen, Sakari et al. 2022. "Changes in Students' Knowledge, Values, Worldview, and Willingness to Take Mitigate Climate Action After Attending a Course on Holistic Climate Change Education." <i>Journal of Cleaner Production</i> 373 (August): 1-10.</p>	<p><i>Environmental Justice Movement</i>. New Haven: Yale UP, excerpt TBA.</p> <p>OPTIONAL: Coen, Deborah and Adam Sobel. 2021. "Critical and Historical Perspectives on Usable Climate Science." <i>Climatic Change</i> 172, no. 15, pp. 1-9.</p> <p>REFERENCE: Gilio-Whitaker, Dina. 2019. <i>As Long As Grass Grows: The Indigenous Fight for Environmental Justice, From Colonization to Standing Rock</i>. Boston: Beacon Press.</p> <p>REFERENCE: Vince, Gaia. 2022. <i>Nomad Century: How Climate Migration Will Reshape Our World</i>. NY: Liveright.</p> <p>OPTIONAL: Hayhoe, Katharine. 2021. <i>Saving Us: A Climate Scientist's Case for Hope and Healing in a Divided World</i>. New York: Atria of Simon and Schuster.</p> <p><i>Additional references on BIPOC futurisms and other topics or final questions TBA?</i></p>
--	---	--

Wednesday, May 8: third assignment due (case studies or topics from week 11-15, 15% details TBA)

ADDITIONAL MATERIALS AND RESOURCES FOR COURSE ADMINISTRATION AND STUDENT SERVICES:

Links to Campus Services and Support Programs:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

Teaching & Learning Data Transparency

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support

teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full [teaching and learning data transparency statement](#).

Privacy of Student Records & the Use of Audio Recorded Lectures

See more information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record lectures without the instructor's permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is vitally important. I strongly encourage you to participate in the online evaluation at the end of the semester.

UW-Madison uses a digital course evaluation survey tool called [AEFIS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available, with a link to log into the course evaluation with your NetID. Evaluations are anonymous.

Students' Privacy Rights (Federal FERPA Guidelines)

- [Rights & Responsibilities](#)

Links to Campus Services and Support Programs:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)