

Rise for the Planet

Winter 2018

UNST 421-521, CRN 44651

M/W 2-3:50pm, SRTC 139-B

*Climate change is the single biggest thing that humans have ever done on this planet.
The one thing that needs to be bigger is our movement to stop it. – Bill McKibben*



Instructor: Celine Fitzmaurice (She, Her, Hers)

University Studies - Cramer 117

celine@pdx.edu, 503.725.8260

Office Hours: By Appointment

Course Description

Welcome to your senior capstone! This course will focus on the issue of climate change and individual steps we can take to respond to this global problem. In this course we will examine the data surrounding climate change, learn about hopeful responses to this pressing issue and reflect on our own identity and skills to determine a meaningful response to climate change. Our course will partner with 350PDX (350pdx.org.) The mission of 350PDX is “Building a diverse grassroots movement to address the causes of climate disruption through justice-based solutions by inspiring, training and mobilizing people to act.”

Course Learning Outcomes

By the end of this course, you should be able to:

- Critically analyze the root causes of climate change (*critical thinking*)
- Analyze a variety of approaches to addressing the climate change crisis (*social and ethical responsibility, diversity*)
- Describe the disproportionate impacts of climate change on the economically poor and communities of color (*diversity, critical thinking*)
- Reflect on the role and responsibility of everyday citizens and government bodies in responding to the climate change crisis. (*social and ethical responsibility*)
- Explain the concept of a “Just Transition” in efforts to build a healthy and fossil-fuel free economy for all (*diversity, social and ethical responsibility*)
- Reflect on one’s unique identity and gifts to determine a specific and meaningful response to the issue of climate change (*social and ethical responsibility, diversity*)
- Enhance one’s appreciation for human diversity through group work and dialogue in the classroom (*communication, diversity*)

University Studies Goals

The University Studies goals are an integral part of this course offering. You will see these themes show up in our classroom activities and assignments throughout the term. I've attached specific UNST goals to each of the course goals listed above so you have a sense for how they relate to our course themes. Here's the full text for each of the University Studies Goals:

Communication - Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.

Inquiry and Critical Thinking - Students will learn various modes of inquiry through interdisciplinary curricula- problem-posing, investigating, conceptualizing- in order to become active, self-motivated, and empowered learners.

Diversity, Equity and Social Justice - Students will explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

Ethics and Social Responsibility - Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.

Course Design

This course may feel different than other courses you have taken in the past. First, the course will rely less on lecture-style content and more on experiential and student-led learning. Each of you brings particular expertise from your major and life experience to this course. You will be asked to contribute this expertise to our class activities, assignments and to your final group project. Attendance and full participation is critical to a successful learning experience in this course as so much of our learning takes place in a group context. In the capstone setting, students, instructor and community partners are viewed as co-teachers and co-learners. We will work together to achieve goals that both benefit your educational experience and meet a real need in the community.

Course Activities

In this course you can expect to...

- Participate in classroom discussions and experiential activities relevant to the course goals
- Engage in community-based learning activities on a weekly basis with 350PDX
- Complete weekly reading assignments
- Critically analyze our course themes and reflect on your learning through bi-weekly reflection papers
- Engage in dialogue with a variety of guest speakers

- Co-facilitate one “Climate Teach-in” with a group of peers
- Participate in field trips related to course themes

Community Partner

350PDX, <https://350pdx.org>

Our Mission:

Building a diverse grassroots movement to address the causes of climate disruption through justice-based solutions by inspiring, training and mobilizing people to act.

Our Vision:

We envision a future where international agreements and public policies, at all levels of government, have kept most of the known fossil fuels reserves in the ground; where, by mid-century, emissions from the burning of fossil fuels have reached zero, allowing natural processes in soils and forests to absorb excess carbon from our atmosphere, bringing it steadily down to levels safe for our children, grandchildren and all life on earth.

We envision a future with enlightened social, political and economic systems prioritizing renewable energy use and increasing energy efficiency while creating quality family-wage jobs in building a fossil-free economy; where low-income communities are no longer disproportionately suffering the effects of climate change; and where sustaining life and the needs of communities take precedence over corporate profits, leading to a healthy world with thriving and resilient communities.

Campaign Teams:

- Divestment/Reinvestment
- Capping Carbon and State Legislation
- Fossil Fuel Resistance - No New Fossil Fuel Infrastructure
- 100% Renewable Energy - Just Energy Transition

Our main contacts at 350PDX will be:

Mia Reback, Staff Organizer and Development Coordinator, mia@350pdx.org Maya Jarrad, Staff & Community Organizer, maya@350pdx.org

Course Readings

Reading assignments for the following week will be posted every Monday afternoon in the readings folder of our D2L site. For each reading/viewing assignment, you are required to fill out a “Reading Notes Template” found in the readings folder of D2L. These notes do not need to be typed but should demonstrate that you have done the readings and reflected on the content.

Our course readings will include:

1. **“Change is Our Choice: Creating Climate Solutions” e-reader. Published by the Northwest Earth Institute, Portland, OR. (\$28.00)**

To purchase the reader, log onto nwei.org and click on the “store” tab. Please call the staff at the NW Earth Institute if you require a print copy of the reader.

2. New York Times Articles (Free Access.)

Each week I will ask you to read one article that is published in the Times about climate issues. You will have a collection of articles to choose from each week. Please follow these directions to find an article of your choosing each week:

- Log onto the NYT website at: <https://www.nytimes.com/>
- Enter the words “climate change” in to the search function (look for the magnifying glass at the top left-hand corner of the page.)
- Choose the “past 7 days” date range on the left-hand side of the screen
- Choose one article from those listed for the week. Be certain to record the name and date of the article on your reading notes template when you take notes.
- Come to class on Monday prepared to talk about your article as well as the other readings assigned for the week.

3. Additional Readings (Free access.)

In addition to #1 & 2 above, additional articles, films or web links for reading assignments will be assigned throughout the term.

Reflective Writing

The purpose of weekly reflective writing assignments is to a) record observations, insights, and questions that occur as part of your Capstone experience and b) connect the course experiences to University Studies goals. Each assignment should be typed, single-spaced, 2 pages in length, and submitted in class on the date due. Late papers will lose 20% credit unless prior arrangements have been made

Reflective writing assignments for the following week will be posted every Monday afternoon in the reflective writing folder of our D2L site. Reflective writing assignments will be read and returned with comments the following week.

Reflective Writing Grading Criteria

Paper responds completely to the writing prompt:	2 points
Paper is well-organized and free of grammatical errors:	2 points
Paper demonstrates critical analysis:	4 points
Paper demonstrates synthesis with our course content, other coursework or your life experience:	2 points

Group Teach-In

Each student will be part of a team that facilitates a “Climate Action Teach-In” to illuminate a hopeful response to climate change. Teach-In Guidelines will be shared in class and posted on D2L.

Community-Based Learning Activities

This 6-credit course requires that you engage with our community partner outside of the classroom through community-based learning activities. These activities are meant to enhance your understanding of the course themes and meet critical needs of our partner organization. During Week 1, you will be introduced to our community partners and a variety of opportunities to engage with their work. You will have the opportunity to choose from a several community-based learning activities with 350PDX to fulfill the community-based learning component of this course. These may include weekly office support, participating in the activities of a 350PDX campaign team, or conducting background research to forward the mission of 350PDX. Your community-based learning activities will take place between week 4 and week 9. You will be expected to dedicated 3 hours per week to these activities for a total of 18 community-based learning hours. I will ask you to track your hours using a community-based learning log.

On-line Access to Course Information

The course syllabus, handouts, reflective writing prompts and additional resources will be made available on-line through D2L. To access this information, you must have a PSU ODIN account. Your D2L ID will be the same as your ODIN username and your password will be the last four digits of your PSU Student ID number. You will log into the course by going to www.psuonline.pdx.edu and entering your id and username in the “Online Course Login” section to the right of the page.

Students Needing Accommodations

Please see me if you have are registered with the Disability Resource Center and require some modification to the course. I will work with you and the Disability Resource Center to arrange needed supports.

Plagiarism and Student Conduct

A productive learning environment relies on our adherence to PSU Codes of Conduct: <http://www.pdx.edu/dos/policies-codes-of-conduct-at-psu>. In particular, please note that plagiarism will not be tolerated in this course. If you are quoting or relying heavily on another’s work in your written assignments or class presentations, you must acknowledge the source appropriately.

Technology in the Classroom

Please turn off or silence your phone when you enter the classroom. If you need to take an important call, please step out of the classroom to do so. I also ask that you refrain from using a laptop in class unless you are using it as part of a group work session.

Resources for Students in Crisis

Over years of teaching, many of my students have told me they are facing challenges in their lives related to housing, food, health issues or other crises. While I cannot commit to saving you, I would be happy to help you identify support services on campus if you find yourself in a time of challenge.

A current focus for PSU is to eliminate food insecurity among enrolled students. The PSU Food Pantry offers services to currently enrolled Portland State University students, by providing a free, welcoming, and inclusive environment to acquire supplemental food items on a regular basis. The pantry is located in SMSU 325. For more information about how to access emergency food or other crisis services on campus, please visit: <http://www.pdx.edu/studentaffairs/CISFS>

Final Course Grade

Your final course grade will be calculated based on the following 10-point scale:

Final Grade Breakdown

Attendance at class sessions	(20%)
Participation in class sessions	(20%)
Reflective Writing Papers & Reading Responses	(25%)
Attendance & Participation in CBL Activities	(25%)
Group Teach-In	(10%)

The standard 90/80/70/60 grading scale will be used.

Weekly Schedule

Our tentative weekly schedule is attached. Please note that the schedule is subject to change.

Rise for the Planet Course Schedule Winter Term 2018

*Until you dig a hole, you plant a tree, you water it, and make it survive, you haven't done a thing.
You are just talking. – Wangari Maathai*

Week 1- Course Overview & Intro to Community Partners

Mon., 1/8

Welcome and Introductions
What is a Capstone?
Syllabus Overview

Wed., 1/10

Introduction to Community Partners: Mia Reback and Maya Jarrad of 350PDX
350PDX Mission & History
Review of final project options

Due:

- Complete Capstone Student Inventory Form (handouts section of D2L)
- Review the 350PDX website (<https://350pdx.org/>)
- Read “The Atmosphere” publication distributed in class on day 1
- Read “Recalculating the Climate Math” by Bill McKibben
<https://newrepublic.com/article/136987/recalculating-climate-math>
- Review the capstone student handbook located in the handouts section of D2L.

Week 2- Exploring the Big Picture of Climate Change

*Mon., 1/15 – PSU Closed in Celebration of Martin Luther King Jr. Day

Wed., 1/17

2-3pm, Guest Speaker: Prof. Frank Granshaw, Glacial Geologist, “Lessons from Bonn Climate Talks”
Formation of Final Project Teams
Begin Group Charters & Project Planning Worksheets

Due: Assigned Readings and Reading Notes
Reflective Writing #1

Week 3 – Climate Change Impacts on Portland

Mon., 1/22

2-3pm, Guest Speaker: Bill Beamer, Sustainability Outreach Coordinator, City of Portland
Determine Teach-In Dates
Complete Group Charters & Project planning worksheets

Due: Assigned Readings and Reading Notes

Wed., 1/24

CBL Orientation at 350PDX

Location: 350PDX Offices at 1820 NE 21st Avenue, Portland, OR 97212 – Enter through east doorway.)

Time: Arrive by 2:30pm. The orientation will wrap up in time for you to return to PSU by 4pm.

Bring: Notebook/pen for taking notes.

Week 4- Diverse Perspectives on Climate Change

*Begin CBL hours this week.

Mon., 1/29

Readings Discussion

Prep for Mock Summit

Due: Assigned Readings and Reading Notes

Wed., 1/31

Mock Climate Change Summit

Due: Reflective Writing #2
Completed Group Charter and Project Planning Worksheet

Week 5 – Climate Change Impacts at the Margins

Mon. 2/5

Video

Readings Discussion

Individual Interviews &/or Midterm Feedback Session

Due: Assigned Readings and Reading Notes

Wed., 2/7

Teach-in #1

Just Transition Discussion/Activity

Week 6 – Taking Stock: “On Joyous Attention”

Mon., 2/12

Teach-In #2

Walking with Loupes: Tentative Guest, Veronica Hotton

Individual Interviews continued

Due: Assigned Readings and Reading Notes

Wed., 2/14

Sit Spot/Nature Experience Activity & Reflection

Due: Reflective Writing #3

Week 7 – Responding to Climate Change: Transforming Our Economic and Political Systems

Mon., 2/19

Teach in #3

Readings Discussion

Classroom Discussion/Activity

Due: Assigned Readings and Reading Notes

Wed., 2/21

Teach-In #4

Classroom Discussion/Activity

Week 8 – Responding to Climate Change: Direct Action & Legal Strategies

Mon., 2/26

Guest Speaker: David Osborn, UNST Faculty & Rising Tide Collective Member

Due: Assigned Readings and Reading Notes

Wed., 2/28

The Earth as Commons

Children’s Climate Trust

Readings Discussion

Due: Reflective Writing #4

Week 9 – Living into the Tragic Gap: Individual & Neighborhood Responses to Climate Change

*Last week of CBL hours.

Mon., 3/5

Living in the Tragic Gap

Readings Discussion

Due: Assigned Readings and Reading Notes

Wed., 3/7

Field trip to Cully Grove Co-Housing Community, NE Portland

Week 10 - Sharing and Reflecting on Our Work

Mon., 3/12

Collective Impact and the Path Ahead

UNST Goals Retrospective

Continuum of Social Change Activity

Prep for Community Partner Presentations

Course Evaluations

Wed., 3/14

Community Partner Presentation & Final Celebration
Farewell!

Due: Final Projects/Presentation Materials
 2 copies of Reflective Writing #5