**Rise for the Planet**

Winter 2022

UNST 421-549, CRN 44122  
M/W 2-3:50pm

Urban Center Bldg (URBN) #205

*"We can’t save the world by playing by the rules, because the rules have to be changed. Everything needs to change – and it has to start today."*

*-Greta Thunberg, Swedish youth activist*



Instructor: Celine Fitzmaurice (She/Her Pronouns)

Email: [celine@pdx.edu](https://mail.google.com/mail/h/k9z2mpkh3k1q/?&v=b&cs=wh&to=psu25406@odin.pdx.edu)

Office Hours:  By Appointment via Zoom

Course Description

Welcome to your senior capstone! This course will focus on the Climate Crisis and individual steps we can take to respond to this enormous global challenge. I won’t lie to you, we will begin this course by examining the hard data and harsh realities surrounding the current state of the planet. I also promise you that in this course we will learn about hopeful responses to this pressing issue and reflect on our own identity and skills to determine a meaningful response to the climate crisis.

## 

## Land Acknowledgement

## Portland State University is located in the heart of downtown Portland, Oregon in Multnomah County. We honor the Indigenous people whose traditional and ancestral homelands we stand on, the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya and many other indigenous nations of the Columbia River. It is important to acknowledge the ancestors of this place and to recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants. We also acknowledge the disproportionate impact of the climate crisis on indigenous communities worldwide.

Course Learning Outcomes

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

1. Describe the root causes of the climate crisis *(critical thinking)*
2. Compare a variety of approaches to addressing the climate crisis *(ethics, agency & community; diversity, equity & social justice)*
3. Explain the disproportionate impacts of the climate crisis on marginalized communities *(diversity, equity & social justice; critical thinking)*
4. Articulate the connections between the health of humans and the health of the [“more-than-human world*”*](https://www.humansandnature.org/to-be-human-david-abram) *(critical thinking; ethics, agency & community)*
5. Argue for the role and responsibility of everyday citizens and government bodies to respond to the climate crisis. *(ethics, agency & community)*
6. Reflect on your own unique identity and skills to determine a specific and meaningful response to the climate crisis *((ethics, agency & community; diversity, equity & social justice)*

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, Agency and Community -* Students will examine values, theories and practices that inform their actions and reflect on how personal choices and group decisions impact local and global communities.

Course Design

This “Community-Based Learning Course” (CBL) may feel different from other courses you have taken in the past. This 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 are invited to contribute this expertise to our class activities, assignments and community-based learning activities. Attendance and full participation is critical to a successful learning experience in this course. Please note that active participation can take many forms including, but not limited to, the sharing of diverse perspectives and deep listening. As your instructor, I will work actively to ensure that all voices are included in our class discussions.

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 in partnership with a climate action organization
* Complete weekly reading/viewing assignments
* Critically analyze our course themes and reflect on your learning through a weekly “Quote, Question & Response” assignment
* Engage in dialogue with a guest speakers
* Explore ways to reconnect with the natural world

Course Grading Criteria

Your final course grade is based on the following criteria:

| Attendance at Class Sessions | 20% |
| --- | --- |
| Participation in Class Sessions | 20% |
| Community-Based Learning Activities | 30% |
| Weekly Reading Response (QQR) Assignments | 30% |
| **Total** | **100%** |

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

Course Schedule

In general, we will meet as a whole class on Mondays from 2-3:50pm for academic learning. These sessions will include content delivery, readings’ discussion, guest speakers, and reflection activities. We will use Wednesday class time to engage in Community-based Learning (CBL) activities via Zoom or for field trips.

Here’s a general outline of our weekly full-class sessions. I will share a more detailed agenda at the beginning of each session.

Typical Monday Class Agenda: (in-person)

* Check-in Question and Announcements
* Readings Discussion
* Break
* Content Delivery: Mini-Lectures, Guest Speakers, Group Learning Activities
* Next Steps

Typical Wednesday Class Agenda: (via zoom)

* Check-in Question and Announcements
* Move to breakout rooms to work on CBL projects in groups
* Celine and community partners visit each breakout room to offer guidance/answer questions

Guidelines for Zoom Sessions:

When we are meeting via Zoom, I will encourage you to keep your cameras on to foster greater interpersonal connection and collaborative work. Please contact me separately if you have concerns regarding this request. Finally, please refrain from checking your cell phone or other apps during our class time together.

\*Note: Your use of Zoom is governed by the [*Acceptable Use Policy*](https://www.pdx.edu/oit/policies-standards) and PSU’s [*Student Code of Conduct*](https://www.pdx.edu/dos/psu-student-code-conduct). A record of all meetings and recordings is kept and stored by PSU, in accordance with the Acceptable Use Policy and FERPA. Individual use and distribution of recording is limited to academic purposes.

Community-based Learning Activities (CBL)

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. Due to the pandemic, our community-based learning (CBL) activities will take place online.

The CBL activities for this capstone will take two forms.

1. *Team-based CBL Activities*

At the beginning of the term, our community partners at SAGE will share a list of CBL project options that will help them forward their mission and activities related to addressing the climate crisis. Together we will form small teams to work on each project based on individual interests and skill sets. You will have a say in the project you work on.

1. *Individual CBL Activities*

I will invite each of you to learn about ways to reduce your individual carbon footprint through weekly participation in the NW Earth Institute’s [Drawdown Ecochallenge.](https://drawdown.ecochallenge.org/challenges)  You will be asked to log your Ecochallenge activities on a weekly basis through a [CBL Tracking Sheet](https://docs.google.com/document/d/1Jv44V04svRFXTLrBy5e9b_Oa8032zkFEH8HUi_i0P5k/edit?usp=sharing). You will also be invited to reflect on your CBL activities through our bi-weekly reflective writing assignments.

Our Community Partners

SAGE Vision 2030, <http://wearesage.org/vision2030/>

*Our Mission:*

SAGE is a community of advocates who believe in generational equity – the principle that each generation should improve the quality of life for the next. Our mission is to inspire people over 50 to give forward with their time, money, and voice so that younger and future generations can thrive. We work across generations because people of all generations need each other, and the future needs all the advocates it can get. Among our initiatives, SAGE sponsors intergenerational teams that are nimble and respond to challenges and opportunities.

SAGE’s [Vision 2030 Team](http://wearesage.org/vision2030/) offers education for middle and high school students about the Portland and Multnomah County climate goal to reduce greenhouse gas emissions by 50 percent from 1990 levels by the year 2030. Team members present the Keystone Lesson about our region’s climate goal and the solutions in the Climate Action Plan and promote educational projects and career opportunities. Members include students, teachers, volunteers and non-profit and governmental organizations who share information, coordinate efforts, and engage students in the learning and work to achieve our region’s goal.

We believe that local, place-based education is a cornerstone to inspire and engage students to solve public problems and particularly complex problems like reversing climate change. Our focus on solutions and workforce opportunities is intentional to inspire and support all students to learn more about climate change, even if they may not be initially interested. By working with students, they can also influence other people to learn about our region’s climate goal and to think globally, and act locally.

Our main contacts at SAGE will be:

* Steve Higgs, Executive Director, Steve@WeAreSage.org (he/him/his)
* Melanie Mejia, Vision 2030 Coordinator, Melanie@WeAreSage.org (she/her/hers)

Reading and Writing Assignments:

All reading and reflective writing assignments will be posted to Canvas in the “Weekly Assignments” folder. Completed assignments should be uploaded to Canvas by 2pm on Monday for the week in which they are assigned. (E.g. Week 5 assignments should be uploaded by 2pm on Monday of Week 5.) All assignments will be read and returned the following week.

Late assignments will lose 20% credit unless prior arrangements have been made. No late papers will be accepted after assignments have been returned.

***Weekly Reading Assignments***

Our course readings will include:

1. Robinson, M. (2018) *Climate Justice: Hope, Resilience, and the Fight for a Sustainable Future.* New York: Bloomsbury Publishing.
2. Additional articles, videos and weblinks assigned on a weekly basis throughout the term.

*Weekly Readings & QQR Assignment:*

To reflect on our learning process, you will be assigned a weekly “Quote, Question and Reflection” (QQR) assignment that invites you to reflect on the readings/videos and themes for the week. This assignment involves reviewing the weekly readings, choosing a quote from each of the readings that resonates with you, developing a discussion question or two that ties together the assigned readings/films, and writing a brief reflection on the week’s themes. A template for this assignment can be found in the Weekly Assignments folder on Canvas.

A variety of articles, films and web links will serve as the learning materials for this course. Readings for the following week will be posted every Tuesday afternoon in the “Weekly Assignments” folder on Canvas.You will be required to complete these readings and turn in your QQR assignment by the start of class the following week. For example, your “Week 3 Readings & QQR” will be due on Monday of Week 3 at 10am. In this way, you will arrive at class prepared to discuss the themes for the week.

**Please type your assignments and submit them via Canvas. Your assignment should be single-spaced.** Specific guidelines for your QQR will be posted to Canvas. Late assignments will lose 20% credit unless prior arrangements have been made. Assignments will be read and returned the following week. No late assignments will be accepted after assignments have been returned. Here’s a test to see if you are reading this. You have permission to skip one QQR assignment this term without penalty.

QQR assignments will be graded on the following 10-point scale:

| Assignment responds to the QQR format | 2 points |
| --- | --- |
| Assignment is well organized and free of grammatical errors. | 2 points |
| Assignment demonstrates critical analysis including posing and defending arguments, raising questions, and the sharing of new ideas. | 4 points |
| Assignment demonstrates synthesis with other course components,  other courses or your life experience. | 2 points |

*Final Reflective Writing Assignment*

You will be asked to complete a final reflective writing assignment at the end of the term detailing your reflections on the course and its meaning for your future life. This assignment will be approximately 2 single-spaced pages in length.

PSU Codes of Conduct

A productive learning environment relies on our adherence to [PSU Codes of Conduct](https://www.pdx.edu/dean-student-life/psu-student-code-conduct):

Plagiarism

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. Work that is plagiarized will receive a failing grade. For more information on what constitutes plagiarism, please ask me or refer to the [Writing Center.](https://www.pdx.edu/writing-center/)

D2L: On-line Access to Course Information

The course syllabus, handouts, reflective writing prompts, reading assignments, and additional resources will be made available on-line through D2L. You can log into D2L from the “My PSU” tab on the home page for PSU.

Student Support Resources

I realize that many of you are facing unprecedented challenges to your education and everyday life in the midst of this pandemic. [PSU’s Remote Learning Kit](https://pdx.pressbooks.pub/remotelearningkit/chapter/accessing-support-at-psu-and-beyond/) and [PSU’s Support Resources List](https://docs.google.com/document/d/1aWDMHMzf7U2PKNROVwIpiJEHkmeqInSZAfKQo_WYB-I/edit?usp=sharing) detail a host of support services available to PSU students at this time. Here are some additional resources that may be helpful to you:

*The PSU Landing*

The PSU Landing at FUMC is a collaborative community resource providing transitional, temporary, safe-haven housing for PSU students navigating severe housing insecurity and homelessness. The Landing offers assistance to students by allowing them the time and support they need to seek permanent and affordable housing solutions, including guaranteed space and resources 7 nights/week with meals, for up to a complete academic term. Reach out to the PSU C.A.R.E. Team if you are in need of transitional housing assistance (askdos@pdx.edu, 503-725-4422).

*The Disability Resource Center*

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, usable, inclusive, and welcoming. The [Disability Resource Center](https://www.pdx.edu/drc/) (DRC) is in place to provide reasonable accommodations for students who encounter barriers in the learning environment.

Please contact me if any aspects of instruction or course design result in barriers to your inclusion or learning. I will work with you and the Disability Resource Center to arrange specific supports.

*The Writing Center*

The [PSU Writing Center](https://www.pdx.edu/writing-center/) is a wonderful resource as you work through assignments at any stage. They are currently available for online/remote appointments.

*Early Alerts System*

Succeeding in college does not mean that you don’t struggle in a class or classes or during particular terms. My goal as your instructor, and our goal at Portland State, is to do what we can to support all students and facilitate their success. Early Alerts is one of the ways we try to support our students. It’s a process by which your instructor can link you to academic advisors or campus support, and it’s a time for your instructors to let you know what changes you can make toward success in the course and engage in a learning partnership with you. This is a way to open up the conversation between you, your advisor, and your instructor so that together you can work out how to achieve your educational goals. Getting an Early Alert is not an indication that you will not succeed in the course. It is a call to action. You might get an email or phone call from an advisor. Please engage in this process. Students who have taken advantage of resources offered to them are able to move forward and succeed in the course.

*The Center for Student Health and Counseling (SHAC)*

[SHAC](http://pdx.edu/shac/) is a community-based health care organization that provides high quality, accessible mental health, physical health, dental services, and testing services targeted to the needs of the PSU student population.

*Title IX Reporting Obligations and Creating a Safe Campus Environment*

As an instructor, students frequently come to me for assistance in matters that are not related to the course material. Please be aware that PSU’s policies require instructors to report any instance of sexual harassment, sexual and relationship violence and/or other forms of prohibited discrimination to University Officials, who keep the information private. If you would rather share information about these experiences with a PSU staff member who does not have these reporting responsibilities and can keep the information confidential, please contact one of the following campus resources.

Confidential Advocates: 503.894.7982, or by [scheduling on-line](https://psuwrc.youcanbook.me/) (for matters regarding sexual harassment and sexual and relationship violence)

Center for Student Health and Counseling [(SHAC)](https://www.pdx.edu/health-counseling/): 1880 SW 6th Ave, 503.725.2800

[Student Legal Services](https://www.pdx.edu/student-legal-services/): 1825 SW Broadway, (SMSU) M343, 503.725.4556 For more information, please complete the required student module Understanding Sexual Misconduct and Resources in Canvas.

[PSU Sexual Misconduct Response website](https://www.pdx.edu/sexual-assault/) gives you comprehensive information about how to support and/or report an incident.

Please complete the required student module [Understanding Sexual Misconduct and Resources](https://www.pdx.edu/diversity/understanding-sexual-misconduct-and-resources-student-module) in Canvas, which provides information about PSU policy and resources.

You may also report sexual and relationship violence to law enforcement on campus with [Campus Public Safety Office (CPSO).](https://www.pdx.edu/campus-safety/)Or you may file an [anonymous report](https://docs.google.com/a/pdx.edu/forms/d/e/1FAIpQLScGJ2EsjqRT9MBkEkQCAuaeLfvZBiRDfHztvIEzMyCqO3DVJg/viewform) [with Campus Public Safety Office](https://www.pdx.edu/campus-safety/make-report) or a [Bias Incident report](https://web.imaging.pdx.edu/AppNet/UnityForm.aspx?key=UFKey) with the [Bias Review Team (BRT).](https://www.pdx.edu/diversity/bias-review-team)

Weekly Schedule

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

**Special Classroom Requirements for All Students & Faculty**

**Due to Covid-19**

The University has established rules and policies to make the return to the classroom as safe as possible.  It is required for everyone to follow all the Return to Campus rules and policies. To participate in this class, PSU requires students to comply with the following.

**Masks Required at all Times in Classroom**

* [Wear a mask or face covering indoors](https://www.pdx.edu/covid-19-response/masks) at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. **Because a mask must be worn in the classroom, there should be no eating or drinking in the classroom.** If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from the [Disability Resource Center (DRC)](https://www.pdx.edu/disability-resource-center/) to be exempt from this requirement.
* CDC, State, and County guidance does not limit class size for in-person instruction or require physical distancing.

**Vaccination**

* Be vaccinated against COVID-19 and complete the [COVID-19 vaccination attestation](https://www.pdx.edu/covid-19-response/vaccinations) form. Those students with medical or nonmedical exemptions or who will not be on campus at all must complete the process described on “COVID-19 Vaccine Exemption Request Form” to establish those exemptions.

**Health Check, Illness, Exposure or Positive Test for COVID-19**

* Complete the [required self-check for COVID-19 symptoms before coming to campus each day.](https://www.pdx.edu/health-counseling/sites/g/files/znldhr771/files/2021-04/Student_COVID_Check_4.19.21.pdf)
* If you are feeling sick or have been exposed to COVID-19, do not come to campus. Call SHAC to discuss your symptoms and situation (503.725.2800). They will advise you on testing, quarantine, and when you can return to campus.
* If you test positive for COVID-19, [report your result to SHAC](https://docs.google.com/forms/d/e/1FAIpQLSfu4kQiNOxF1V0F0lsYZ90e4vyyefE3R0Z4Dmz-ADI1MOlsYQ/viewform) and do not come to campus. SHAC will advise you on quarantine, notification of close contacts and when you can return to campus.
* Please notify me, (i.e. your instructor), should you need to miss a class period for any of these reasons so that we can discuss strategies to support your learning during this time.

If I become ill or need to quarantine during the term, either I or the department chair will notify you via PSU email about my absence and how course instruction will continue.

**Failure to Comply with Any of these Rules**

As the instructor of this course, the University has given me the authority to require your compliance with these policies. If you do not comply with these requirements, I may ask you to leave the classroom or I may need to cancel the class session entirely.

In addition, failure to comply with these requirements may result in a referral to the Office of the Dean of Student Life to consider charges under PSU’s Code of Conduct.  A student found to have violated a university rule (or rules) through the due process of student conduct might face disciplinary and educational sanctions (or consequences). For a complete list of sanctions, see Section 14 of the [Student Code of Conduct & Responsibility](https://www.pdx.edu/dean-student-life/psu-code-student-conduct-and-responsibility)

**Guidance May Change**

Please note that the University rules, policies, and guidance may change at any time at the direction of the CDC, State, or County requirements. Please review the University’s main [COVID-19 Response](https://www.pdx.edu/covid-19-response) webpage and look for emails from the University on these topics.

**Rise for the Planet Course Schedule**

**Winter Term 2022**

*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*

**Week 1- Intros & Course Overview**

Mon., 1/3

Welcome and Introductions

What is a Capstone?

Syllabus Review

Claiming an Education

Wed., 1/5

Community Partner Introductions and CBL Project Overview

Initial Team Formation

5-word bio & Intro to Drawdown EcoChallenge

Reflection on the “Council of Pecans” reading assignment

Stretch Zones

❏ Due:

❏ Week 1 Reading Assignment

**Week 2- The Climate Crisis: Current Science & Global Agreements**

Mon., 1/10 - Via ZOOM

Guest Speaker Via Zoom: Frank Granshaw, Glacial Geologist

Readings Discussion

CBL Projects - Final Team Formation

❏ Due:

❏ Week 2 Reading Assignment & QQR

❏ Update Drawdown Ecochallenge Weekly Log

Wed., 1/12 - Via ZOOM

Guest Speaker: Melanie Mejia, SAGE

Climate Keystone Lesson & Dialogue

Begin work on CBL Projects

**Week 3 – Launching Team CBL Projects**

Mon., 1/17- PSU Closed in Celebration of Martin Luther King Jr. Day

❏ Due:

❏ Week 3 Reading Assignment & QQR

❏ Update Drawdown Ecochallenge Weekly Log

Wed., 1/19- Via ZOOM- SAGE w/ us

Reading Discussion & CBL Group Work Session via Zoom

**Week 4- Climate Crisis Impacts at the Margins**

Mon., 1/24- Via ZOOM

Guest Speaker via Zoom: Anissa Pemberton, [Portland Clean Energy Fund](https://portlandcleanenergyfund.org/about)

Readings Discussion

❏ Due:

❏ Week 4 Reading Assignment & QQR

❏ Update Drawdown Ecochallenge Weekly Log

Wed., 1/26- Via ZOOM - SAGE w/ us

CBL Group Work Session via Zoom

Individual interviews via Zoom

**Week 5 – Pacific NW Responses to the Climate Crisis**

Mon. 1/31- Via ZOOM

Guest Speaker: Courtney Rae, Associate Director, [BARK](https://bark-out.org/)

Readings Discussion

❏ Due:

❏ Week 5 Reading Assignment & QQR

❏ Update Drawdown Ecochallenge Weekly Log

Wed., 2/2- Via ZOOM

CBL Group Work Session via Zoom

**Week 6 – Nature Break: Inspiration from the More-Than-Human World**

Mon., 2/7

Classroom Activity

Readings Discussion

Sign up for Individual interviews via Zoom

❏ Due:

❏ Week 6 Reading Assignment & QQR

❏ Update Drawdown Ecochallenge Weekly Log

Wed., 2/9

Nature Break Activity - Individual

**Week 7 – National Responses to the Climate Crisis**

Mon., 2/14

Classroom Activity

Readings Discussion

❏ Due:

* Week 7 Reading Assignment & QQR
* Update Drawdown Ecochallenge Weekly Log
* Nature Break Artifact- Come to class with a photo, drawing, poem, other creative piece to share from your experience

Wed., 2/16- Via ZOOM- SAGE w/ us

CBL Group Work Session via Zoom

**Week 8 – Carbon Sequestration: The Promise of Trees and Plants**

Mon., 2/21

Guest Speakers: Aliesje King and Christine Smith, [Friends of Trees](https://friendsoftrees.org/)

Classroom Activity

Readings Discussion

❏ Due:

* Week 8 Reading Assignment & QQR
* Update Drawdown Ecochallenge Weekly Log

Wed., 2/23-

Friends of Trees Planting – Details TBA

❏ Due:

* Turn in final project drafts to community partners for feedback via your google folder.

**Week 9 – Youth Responses to the Climate Crisis**

Mon., 2/28

Readings Discussion

Classroom Activity

Guest Speaker: Veronica Hotton, Drawdown Challenge, 3-3:30pm

❏ Due:

* Week 9 Reading Assignment & QQR
* Update Drawdown Ecochallenge Weekly Log - Last one!

Wed., 3/2- Via ZOOM- Melanie and Steve of SAGE w/ us from 2-3pm

Last CBL Group Work Session via Zoom

* Edit final project drafts based on community partner feedback.
* Prep for final presentations

**Week 10 - Bringing it Home: Reflecting on our Role as Change Agents**

Mon., 3/7- SAGE w/ us - IN PERSON

CBL Presentations to Community Partners

Final Reflection on CBL Partnership

* Due:
* Final Group Projects

Wed., 3/9 - IN PERSON

Classroom Activity - Sell the Sizzle

Course Retrospective

Farewell!

❏ Due:

* Self/Peer Evaluation for CBL Activities
* Individual Final Reflective Writing Assignment