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OFFICE HOURS: Wednesday 1-3

SOC 416/516 Fall 2016
Class Meets Allen 140
Mon, Wed 4-5:20

Sociology of Climate Change

Climate change poses the greatest material and symbolic threat our society has encountered to date. On the material level alterations in snowpack, fire seasons and sea levels have numerous and widespread effects on human security from the expansion of diseases like malaria and increases in the intensity of natural disasters, to the creation of climate refugees. The impacts of changing ecological conditions including unstable weather patterns, sea level rise, intensification of wildfire and increased storm intensity are experienced very differently by communities around the globe. As a result, the ecological changes that undermine social activities and infrastructure simultaneously reproduce gender, racial and class inequality in complex ways depending on social context. On the symbolic level, climate change represents the most significant challenge to capitalism and modern society we have ever faced. Perhaps this is why, despite dire warnings from the scientific community, human social and political response to ecological degradation remains wholly inadequate. How fundamentally has the specter of climate change re-shaped the public sphere and the potential for democratic action? Can we effect the change in emissions needed to avoid catastrophic climate scenarios? This course is organized in three parts: why are human societies producing such high levels of climate emissions? What are the social impacts of climate change? And how is society responding?

Goals and Objectives

It is my goal that this course will simultaneously be a rigorous academic experience and one of personal empowerment. You will be exposed to key texts and arguments regarding climate change. You will meet with many leaders working on climate change here in our community and have opportunities to engage with them. After completing this course you should be able to give thoughtful responses to each of the three questions above. After completing this course you should also have a vivid sense that we are each potential agents of change. Society is not static, and especially when we work together, we can effect significant social change. After completing this course you should be able to:

- Explain theoretical perspectives on the causes of climate change.
- Describe the many and unequal impacts of climate change on society.

- Understand the many ways that social institutions and individuals are responding to climate change.
- Think critically about your own life, how you impact and are affected by climate change.
- Know more about local and regional impacts and responses to climate change.

Operating Assumptions

- People's experience of and knowledge about the world (including the environment) differs by race, class, gender and nationality, amongst other variables.
- Although we recognize that different members of society may have different perspectives on environmental problems, environmental damage including climate change is happening and humans are the primary agent.

Class Format

This class will be reading and discussion intensive. Climate change is not “out there” in the world, rather it is created and experienced by each of us. Each of us is a participant in society, and is in turn affected by climate change in our personal and social lives. Each of us generate emissions through our consumption of food and electricity, transportation and recreation. We are impacted as we view the morning news, experience economic impacts, watch our world and communities change, or feel a sense of hopelessness. Most importantly, each of us has the opportunity to respond to climate change through personal habits, the generation of knowledge, and engagement with civil society and social movements. Therefore this class will be highly interactive with lots of room for thoughtful input from each of you. Most days our class will begin with an overview lecture and move to discussion. The course will open with several days on background climate science and basic terrain of the problem. Here we will consider the history of how we have come to understand climate change, how climate emissions are distributed around the world, and what sectors of the economy are producing emissions. This background climate and technical data will provide a foundation for the sociological engagement that forms the majority of the course.

Classroom Conduct

Being there

While I understand that it can be difficult to get to class on time for all of us, please make an effort to do so. Late arrival, even by a minute, is a disruption to the class. Show your engagement with and commitment to the course **by arriving early, or at least on time.** If

you know in advance that you need to arrive late or leave early just let me know beforehand. Note that while attendance per se is not a requirement, due to both course content and grading of class discussions, it will be impossible for you to do well if you miss class.

In Class

I expect to be transformed from the process of teaching, of interacting with all of you. And in turn, I expect you to be transformed by the interactions you have in this class, with me as an instructor, with other students, with videos, assignments and readings. In this sense I expect our classroom to be the site of fairly intense energy. I will be fully present as a person, and I expect each of you to be the same. Please come prepared to listen and learn. Unfortunately, due to their impact on the class atmosphere and the widespread problem of internet and facebook addiction, **computers are not allowed in the classroom**. Please feel free to contact Prof. Norgaard during office hours should you wish to request an exception.

Readings

The three required books are available at the UO bookstore. Other readings for this course will be in the form of articles on the course Canvas site. ***Readings must be completed prior to class.***

This Changes Everything: Capitalism vs the Climate Naomi Klein, 2015

Gender and Climate Change: Impacts, Science, Policy Routledge, 2016 Joane Nagel

Superstorm Sandy: The inevitable destruction and reconstruction of the Jersey Shore, Diane Bates, Rutgers University Press, 2016

Assignments

Memos

Each Wednesday of our term you will turn in a memo with your own personal reactions to the course material. The purpose of the memo is to integrate course material with your own life, and for you to give feedback on how the course is going for you. The content of the memos should focus on both the course material and your experiences, but are otherwise open to you. For example, you might describe your reaction to a class discussion, film or lecture, report an event in your life or a conversation with a friend or family member about course material, whatever is happening in your mind that week. **These are not reading or lecture summaries.** Your memo can be anywhere from a paragraph to a page. You will receive credit for work done but memos will not be graded. Memos (without names) may

be read in class to stimulate discussion or illustrate a diversity of perspectives. If you prefer not to have your memo read aloud just indicate so at the top.

Current Events Team/ Student Contribution to Lecture

Most classes will open with a short (3-5 mins) presentation by two or more students of one or more climate related current events. Current events may be related to physical or biological developments related to climate changes (new scientific information included), to economic, cultural or social developments or to social movement activities, political response, statements by key leaders, etc. A mixture of local, national and international events are appreciated (current is anywhere in the last month if something is especially important, but in most cases should be relevant for the week). Visual or auditory material is preferred (news clips, images, etc).

Fishbowl Paper and Participation

You will work in a group of three or four to enact an in-class debate or “Fishbowl” on either the topic of why climate emissions are occurring OR what we should do in response. Your group will submit a “Fishbowl Paper” summarizing your arguments on the day of the event. More information will be provided in class as the time approaches.

Participation in Class

Your voice matters in this class. Sharing your ideas, questions, perspectives during discussion is not only the most effective way for you to learn the material at hand, it will advance all of our knowledge and create the sense of community we all need in order to do our best thinking on this critical topic. Please raise your hand before speaking, be respectful of others and be aware of the balance of who has spoken in the class and who has not. If you have already spoken once or more on a given day, wait a few extra seconds before raising your hand. If you haven't yet spoken on a given day, we want to know what YOU are thinking.

Final Project

The final project will be a creative presentation of either 1) a course concept, or 2) a take home message from the class. You will work in groups of 2 or 3 to produce an artistic installation, real-life intervention, radio podcast, skit, youtube presentation or other creative format (check with instructor). You will submit a short explanation of how your presentation reflects course material and sheet of annotated references one week before. A “showing” will be held during the last week of class.

Topic Papers (516 only)

Graduate students will write one additional paper of 10-12 pages on a topic of their choice related to climate change. Topics will be chosen by students by Week 3, an outline due in Week 6 and papers are due Week 8.

Extra Credit Film and Conference Assignment

There are a number of excellent and engaging feature length films on climate change. We cannot use class time to watch these entire movies, however you may receive extra credit for watching a film if you write up a one page response.

Host a Film Showing Would you be willing to host a showing of one of the films for your peers for additional extra credit? Hosting a film showing involves signing up for a slot, getting the film, setting it up and advertising to classmates and friends to get a good audience.

Grading Summary

SOC 416		SOC 516	
Memos	10%	Topic Papers	20%
Fishbowl Participation	20%	Fishbowl Participation	10%
Fishbowl Paper	15%	Fishbowl Paper	15%
Participation	20%	Memos	10%
News/topic contribution	15%	News/topic contribution	15%
Final Project	20%	Participation	10%
		Final Project	20%

Course Schedule

Week One

Monday September 26 Course Orientation and Opening

Wednesday September 28 What is Happening Day One Basics of climate science

Reading:

- 1) National Climate Assessment: *Global Climate Change Impacts in the United States* Report Overview and Findings (1-12), Northwest (1-27 SKIM)
- 2) *Gender and Climate Change* Ch 1
- 3) *This Changes Everything* Introduction

Additional Recommended: IPCC Summary for Policymakers (17 pp), See also list of key scientific studies at end of syllabus.

Week Two

Monday October 3 Climate Change Basics, What is Happening Day Two:

Reading:

- 1) *Global Climate Change Impacts in the United States* Chs. on “Water,” “Energy” and “Ecosystems”
- 2) *Gender and Climate Change* Chapter 2

Additional Recommended: Entire report *Global Climate Change Impacts in the United States* (available online). Also Spenser Weart The Discovery of Global Warming. See also list of key scientific studies at end of syllabus.

Wednesday October 5 CLIMATE IMPACTS: Indigenous Peoples and Climate Justice

Reading: “Climate Justice Meets Racism” story in Indian Country Today

<http://indiancountrytodaymedianetwork.com/2016/09/24/climate-justice-meets-racism-moment-standing-rock-was-decades-making-165890>

“Native Americans Are Fighting a New But Familiar Battle”

<https://www.thenation.com/article/native-americans-are-fighting-a-new-but-familiar-battle-at-standing-rock/>

Explore webpage of the Indigenous Environmental Network

<http://www.ienearth.org/>

Look for most recent and additional info on Standing Rock and NDAP

Week Three

Monday October 10 CLIMATE IMPACTS: Gender and Justice Across Time and Space

Reading:

- 1) *Gender and Climate Change* Introduction and Chapter 3
- 2) Whyte, Kyle Powys. "Indigenous Women, Climate Change Impacts, and Collective Action." *Hypatia* 29.3 (2014): 599-616.

Wednesday October 12 CLIMATE IMPACTS: Economic, Political and Human Security

Reading:

- 1) *Superstorm Sandy* Introduction – Chapter 3
- 2) *Gender and Climate Change* Chapter 5

Additional Recommended: GCC Impacts in US “Society” and “Transportation”

Week Four

Monday October 17 CLIMATE IMPACTS: Physical and Mental Health

Reading:

- 1) Picou and Hudson 2010. “Hurricane Katrina and Mental Health: A Research Note on Mississippi Gulf Coast Residents” *Sociological Inquiry* 80(3): 513-524. **SKIM**
- 2) *Global Climate Change Impacts in the United States* Human Health **SKIM**
- 3) Willox, Ashlee Cunsolo. "Climate change as the work of mourning." *Ethics & the Environment* 17.2 (2012): 137-164.4)
- 4) Willox, Ashlee Cunsolo, et al. "The land enriches the soul: on climatic and environmental change, affect, and emotional health and well-being in Rigolet, Nunatsiavut, Canada." *Emotion, Space and Society* 6 (2013): 14-24.

Additional Recommended: pp 89-98, NicholSEN, Shierry The Love of Nature and the End of the World. MIT Press, 2002. Doherty and Clayton 2011. “The Psychological Impacts of Global Climate Change” *American Psychologist*. 66(4): 265-276.

Wednesday October 19 CLIMATE IMPACTS: Social Causes of Climate Change: Individuals and Technology

Reading:

- 1) “The Behavioral Wedge” Tom Dietz et al 2010,
- 2) “The Chimera of Behavior Change” Janet Webb
- 3) *This Changes Everything* Chapter 8
- 4) *Superstorm Sandy* Chapter 5

Week Five

Monday October 24 Social Causes: Culture

Reading:

- 1) Adger, W. Neil, et al. "Cultural dimensions of climate change impacts and adaptation." *Nature Climate Change* 3.2 (2013): 112-117

- 2) Shove, Elizabeth, and Gordon Walker. "What is energy for? Social practice and energy demand." *Theory, Culture & Society* 31.5 (2014): 41-58.
- 5) 3) *Superstorm Sandy* Chapter 6

Wednesday October 26 Social Causes of Climate Change: Capitalism

Reading: *This Changes Everything* Part I and II

Additional Recommended: "The Planetary Emergency" Brett Clark and John Foster, "What Every Environmentalist Needs to Know about Capitalism" John Foster especially Ch. 3, "Organizations and Climate Change" Charles Perrow,

Week Six

Monday October 31 November 2 IN-CLAS FISHBOWL: Why is climate change happening?

FISHBOWL PAPERS DUE AT END OF CLASS.

Wednesday RESPONDING TO CLIMATE CHANGE: Climate Apathy and Environmental Privilege

Reading:

- 1) Norgaard, Kari Marie 2015. "Normalizing the Unthinkable: Climate denial and everyday life" in Gould and Lewis (eds) Twenty Lessons in Environmental Sociology
- 2) Bluhdorn, I. 2011 "The Politics of Unsustainability: COP5, Post-Ecologism, and the Ecological Paradox" Organization and Environment 24(1): 34-53.
- 3) Swyngedouw, E. 2010 "Apocalypse Forever? Post-political Populism and the Specter of Climate Change" Theory, Culture and Society 27(2-3): 213-232.

Additional Recommended: Marshal and Picou 2008. "Post-normal Science, the Precautionary Principle and Worst Cases: The Challenge of 21st Century Catastrophes" Sociological Inquiry 78(2): 230-247. Jacques, P. 2006 "The Rearguard of Modernity: environmental skepticism as a struggle for citizenship" Global Environmental Politics 6: 76-101;

Week Seven

Monday November 7 RESPONDING TO CLIMATE CHANGE: Skepticism

Reading:

- 1) Gender and Climate Change Chapter 6
- 2) "Anti-reflexivity: The American Conservative Movement's Success in Undermining Climate Science and Policy" McCright and Dunlap Theory, Culture and Society 2010 27(2-3): 100-133.
- 3) "When Grown Ups Bully Climate Scientists"
<http://ideas.time.com/2012/04/10/when-grownups-bully-climate-scientists/>
- 4) "Social Scientists Try To Break Climate Impass" Chronicle of Higher Education
<http://chronicle.com/article/Social-Scientists-Seek-Ways/131780/>

Wednesday November 9 RESPONDING TO CLIMATE CHANGE: Individualization

Reading:

- 1) Maniates, M. 2001. "Ride a Bike, Plant a Tree, Save the World?" Global Environmental Politics 1(3): 31-52.
- 2) Oxford Handbook of Climate Change and Society Chapter 40 "Is Green Consumption Part of the Solution?" Andy Szaz

Week Eight

Monday Wednesday November 14 RESPONDING TO CLIMATE CHANGE: Economic and Government Responses

Reading:

- 1) *Gender and Climate Change* Chapter 7
- 2) *This Changes Everything* Chapter 9, 10, 11

Wednesday November 16 RESPONDING TO CLIMATE CHANGE: Social Movements and Local Action

Reading:

- 1) *This Changes Everything* Chapters Chapter 12, 13, Conclusion
- 2) WATCH this Bill Moyers segment online:
<http://billmoyers.com/episode/climate-change-next-generation/>
- 3) Terry Tempest Williams interview with Tim Christopher "What Love Looks Like:"

Week Nine

Monday November 21 IN CLASS FISHBOWL “How Shall We Respond to Climate Change?”

FISHBOWL PAPERS DUE AT END OF CLASS

GRADUATE STUDENT TOPIC PAPERS DUE IN CLASS

Wednesday November 23 NO CLASS Thanksgiving Holiday

Week Ten

Monday November 28 *Final Project Performances*

Wednesday November 30 *Course Closing, Final Project Performances*

Key Scientific Studies and Reports:

National Climate Assessment

<http://nca2014.globalchange.gov/>

Intergovernmental Panel on Climate Change. Fifth Assessment Report

<http://www.ipcc.ch/report/ar5/>

America's Climate Choices National Research Council, 2011, National Academies Press

<http://dels.nas.edu/Report/Americas-Climate-Choices/12781>

Millennium Development Report 2010, United Nations

<http://www.un.org/millenniumgoals/reports.shtml>

2010 World Development Report Development and Climate Change The World Bank

<http://econ.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/EXTWDR2010/0,,menuPK:5287748~pagePK:64167702~piPK:64167676~theSitePK:5287741,00.html>

Stern, N. 2006. Stern Review on the Economics of Climate Change UK London: Chancellor of the Exchequer

Key Internet Resources:

U.S. Global Change Research Program.

<http://www.globalchange.gov>

Real Climate - climate science site maintained by climate scientists:

<http://www.realclimate.org/>

Dr. James Hansen <http://www.columbia.edu/~jeh1/>

Climate Ark: <http://www.climateark.org/shared/subscribe/>

Skeptical Science. "Global Warming & Climate Change Myths

<http://www.skepticalscience.com/argument.php>

The American Denial of Global Warming – Perspectives

http://www.youtube.com/watch?v=2T4UF_Rmlio

Pew Center on Global Climate Change. Climate Action Plans. 50-200 pages.
http://www.pewclimate.org/what_s_being_done/in_the_states/action_plan_map.cfm

Regional Greenhouse Gas Initiative. 2009. CO₂ Allowance Auctions: Frequently Asked Questions. RGGI, Inc. <http://rggi.org>

United Nations. 2007. "United Nations Declarations on the Rights of Indigenous Peoples."
http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Indigenous Peoples' Global Summit on Climate Change. 2009. The Anchorage Declaration.
<http://www.indigenoussummit.com/servlet/content/declaration.html>

Greenpeace climate site

<http://www.greenpeace.org/international/en/campaigns/climate-change/>

Greenpeace - tracing funding flows from Exxon-Mobil's anti global warming campaign:
<http://www.exxonsecrets.org/>

Environmental Justice and Climate Change Initiative <http://www.ejcc.org/>.

Climate Denial Resources

Antonio, Robert J. and Robert J. Brulle. 2011. "The Unbearable Lightness of Politics: Climate Change Denial and Political Polarization." *The Sociological Quarterly*. 52.

Boykoff, Maxwell T. and Jules M. Boykoff. 2007. "Climate change and journalistic norms: A case-study of US mass-media coverage." *Geoforum*.

Carvalho, Anabela. 2007. "Ideological cultures and media discourses on scientific knowledge: re-reading news on climate change." *Public Understanding of Science*. 16.

Fisher, Dana R, Joseph Waggle, and Philip Leifeld. 2012. "Where does Political Polarization Come From? Locating Polarization Within the U.S. Climate Change Debate." *American Behavioral Scientist*. 20(10).

Jacques, P 2012. "A General Theory of Climate Denial" *Global Environmental Politics*

McCright, Aaron M. and Riley E. Dunlap. 2011. "Cool Dudes: The Denial of Climate Change Among Conservative White Males in the United States." *Global Environmental Change*.

McCright, Aaron M. and Riley E. Dunlap. 2011. "The Politicization of Climate Change and Polarization in the American Public's Views of Global Warming, 2001-2010." *The Sociological Quarterly*. 52.