



SYLLABUS

WGSS 2000 Issues in Ecological Feminism

FALL 2015 * Copeland 233

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Ohio University
Fall 2015
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Office Hours:

WGSS Offices, 31 S. Court St.
Room 109
Mondays and Wednesdays 2-3pm
and by appointment

I really encourage all students to come to office hours as needed to further discuss concepts that arise in the course of your studies, to discuss your writing, or to work on any problems you may encounter during the semester.

Textbooks:

Available at Little Professor Bookstore, Amazon, Library, elsewhere:

Rachel Carson (1962) *Silent Spring*

Naomi Klein (2014) *This Changes Everything: Capitalism vs The Climate*

Helen Caldicott (2014) *Crisis Without End: The Medical and Ecological Consequences of the Fukushima Nuclear Disaster*

All other readings will be available on our course Blackboard site!

Course Objectives/Learning Outcomes

By the end of this course:

1. Students will be able to utilize critical thinking and research skills to support or refute environmental information in the mass media, or from any other source.
2. Students will be able to critically evaluate the history and theory of the field of ecological feminism.
3. Students will be able to define “epistemology” and be able to critically evaluate sources and understand why proper research and referencing are critical for education and real change.
4. Students will actively be able to research and document their own and opposing views on the main environmental issues of the day using insights from ecofeminism.
5. Students will contribute to public intellectual education and action in the face of overwhelmingly negative visions of the future.

COURSE DESCRIPTION We need to turn on the lights, and we need to eat, right? But if “our economic model is at war with life on earth,” as Naomi Klein argues in *This Changes Everything* (2014), how do we do these things without destroying life? The rampant destruction of water, earth and air, and the increasing rate of climate change, are all gendered, racialized, and classed processes which seem

logical from a purely capitalist point of view. Gendered and raced inequality is a driving force behind the loss of resources necessary to life, like Water. Indigenous and poor women are leading collective efforts to protect Water, which is currently under threat across the globe from processes such as fracking for natural gas, oil sands extraction, coal ash spills, uranium mining and nuclear power. These energy sources help us turn on the lights, stay warm, and quickly transport ourselves, but they all drive climate change. Pesticides, herbicides, and GMOs are foundational to capitalist/industrial agriculture, but these food-producing inputs can also lead to a bee-less and bird-less *Silent Spring* (Rachel Carson, 1962). Domination over nature and non-human species has parallels in domination over women, people of color, queers and the poor. Feminist theorists have asked, *Is Female to Male As Nature Is to Culture?* (Ortner, 1974). Life on earth depends upon our complex answers, and our visions and actions for a new future.

Here's the plan for the next 15 weeks: we will spend the first two weeks becoming familiar with basic concepts and arguments in ecofeminism. This will give us an intellectual lens through which to examine the following themes until December:

1. Food production practices such as the use of pesticides and herbicides, genetically modified organisms, neonicotinoids, industrial livestock production, locavorism, and the relationship between agriculture and climate change (4 weeks),
2. Nuclearism, including the environmental and health effects of nuclear weapons production and testing, and of nuclear power accidents such as Chernobyl and Fukushima, and we will try to improve our BASIC understanding of the controversies regarding low-level radiation (4 weeks) *and*
3. Climate change (4 weeks). This segment of the course will include understanding the problem with emissions from oil and gas industries, and discussion of the impending end of life as we know it. The reason I have left climate change for the end of the semester is because that way the theme will coincide with the major international climate conference in Paris at the end of this year.

The final week of the semester will be set aside for student presentations.

This syllabus is subject to change depending on student interests and other factors. If something changes, I will let you know ahead of time.

GRADED ASSESSMENTS:

This course is both new and experimental (2015), and the assessments reflect this. Graded assessments are designed to help **both** you and I gauge the extent to which you are achieving the course learning objectives. I want these assessments to be not merely academic exercises, but to double as potentially publishable educative materials for other readers. I welcome feedback!

All assessments/assignments will be submitted via Blackboard.

10% For 3 out of 4 weeks on each theme, you will submit three paragraphs of your own writing in response to that week's readings. You will properly reference these, and use them in your main papers. 10% of grade. Grading criteria will be handed out in class.

5% During each bloc, or segment or the course (FOOD/NUCLEAR/CLIMATE) you will find and share with the class three references from a view opposed to your own, and three new references (not class readings) from a perspective you feel you agree with, which refutes that opposing view. A one-sentence description of each source should be included. Submit to Blackboard – twice - once in grading area, and once in public area for others to see. 5% of grade. This is easier than you think, but you need to do the references in a consistent, academic style. A style sheet will be handed out in class. You will include at least one of the oppositional references in your full paper, and address it.

70%. Each paper graded to 100%. At the end of each four-week unit you will submit a 12-paragraph paper, properly referenced, which utilizes all the work you have done for the previous four weeks. (Food, Nuclear, Climate Change = 12 of our 15 weeks). This will be a complete paper, with accurate, easy to follow, professionally done, adequate references (one reference per paragraph), and a full Bibliography of Selected Sources. You will submit this to me via Blackboard, but you will also submit it to a variety of websites, blogs, and other publications. A list of potential educational action publication places will be provided, but please also share those you know about. You will need to provide evidence that you have also submitted your work to these outside educational avenues (i.e., an email, a web link, etc). Three Major Papers = 70% of grade. Grading criteria will be handed out in class.

15% and 100 pts, FINAL EXAM: Groups of 4-5 will create one video on one of the topics/issues in this course (CHOOSE FOOD OR NUCLEAR OR CLIMATE). Each student will read their own favorite paragraph that they have written during the semester on that topic. THE WHOLE VIDEO SHOULD BE 5 MINS MAX. Music/graphics/props/costumes allowed. These videos will be shown to the rest of the class first, where they will be constructively critiqued by everyone. Videos will be revised taking these suggestions into account and then published on *YouTube*, with a full list of at least 4-5 references included. The final video will be uploaded and submitted to Blackboard as well. Grading criteria will be handed out in class.

100% TOTAL

EXTRA CREDIT: 30 pts, and 5% OF TOTAL POSSIBLE. EXTRA CREDIT MAY BE EARNED BY ANSWERING QUESTIONS IN CLASS (15 pts); AND BY TRYING TO LIVE ONE DAY WITHOUT UTILIZING ANY BURNT CARBON AND REPORTING ON THIS EXPERIENCE (15 pts).

GRADING SCALE:

A = 92-100	C = 72-76
A- = 90-91	C- = 69-71
B+ = 87-89	D+ = 67-68
B = 82-86	D = 62-66
B- = 79-81	D- = 59-61
C+ = 77-78	F = 58 and below



SUPPORT

ACADEMIC

If you need further assistance to improve your research, writing and referencing skills, please take advantage of the free Ohio University institutional support available to you:

Academic Advancement Center: www.ohio.edu/aac

Alden Library 101, Email: aac@ohio.edu

Student Writing Center, Alden Library, 2nd floor: <http://www.ohio.edu/writing/>

You are also welcome to drop into my office hours any Mon Wed Fri 2-3 pm to discuss your writing, or make an appointment for another time.

PERSONAL

The material we are studying this semester is very likely to bring up personal grief or other strong feelings. If you would like to discuss these or any personal problems outside of class, please note that OU has a free 24/7 Counseling Service. Their tel. no. is 740-593-1616. Their website is:

<http://www.ohio.edu/counseling/index.cfm>

Course & Classroom Policies

Electronic Devices:

PLEASE BRING YOUR ELECTRONIC DEVICE TO CLASS. THIS CAN BE A LAPTOP OR A SMART PHONE OR ANYTHING WITH WHICH YOU CAN HAVE INSTANT ACCESS TO THE INTERNET DURING CLASS. YOU MAY USE THIS ACCESS TO HELP ANSWER QUESTIONS WHICH MAY ARISE DURING CLASS, AND THUS GAIN SOME EXTRA CREDIT. This is an experimental policy only and therefore subject to change if abused. You are asked to use your device only for class-related enquiry and research. Persons discovered using their device for any other purpose will be asked to leave that class session.

If you don't listen, or if you disturb other peoples' learning environment:
there will be negative consequences, including docking points from your grade.

ADA: Classroom Accessibility:

- Please let me know as soon as possible if you need an accommodation in order to work successfully in this class. This classroom strives for full accessibility, and it is not necessary for you to have an official accommodation letter from Disability Services in order to request changes to the classroom that will better serve your needs as a student, although you are encouraged to explore the possible supports they offer if you are a student with a disability. Both able-bodied students and students with disabilities are encouraged to suggest any improvements to the learning environment. If issues outside of this classroom are affecting your work, I encourage you to discuss with me accommodations we can make on an individual basis.
- **Self-Advocacy:** This classroom strives to be an inclusive space in which all students, both able-bodied and those with disabilities, have the right to expect that their individual needs will be met. To this end, students with specific needs are encouraged to act as self-advocates, actively working with the instructor to identify barriers to the student's full participation in the classroom. Please let me know as soon as possible if you need an accommodation in order to work successfully in this class. This classroom strives for full accessibility.
- **Student Accessibility Services:** 1 Park Place, Baker University Center, Suite 348, Office (740) 593-2620, disabilities@ohio.edu. <http://www.ohio.edu/disabilities/>

Academic Dishonesty:

Plagiarism is defined by the Ohio University Student handbook as a Code A offense (10); this means:

"[a] student found to have violated any of the following regulations will be subject to a maximum sanction of expulsion, or any sanction not less than a reprimand...Plagiarism involves the presentation of some other person's work as if it were the work of the presenter. A faculty member has the authority to grant a failing grade. . . as well as referring the case to the director of judiciaries."

Academic Misconduct Info for Students:

<http://www.ohio.edu/communitystandards/academic/students.cfm>

Students may appeal academic sanctions through the grade appeal process. The Office of Community Standards and Student Responsibility may impose additional sanctions.

WARNING: I have ZERO tolerance for plagiarism, which totally undermines the educational project. If you copy and paste someone else's writing from the internet or any other source without quotation marks and without attribution, I count this as a case of plagiarism, and you will automatically FAIL that assignment. I hope that is clear. It is also intellectually dishonest to submit any essay from another course you have taken, and this behavior will also result in a failing grade on that assignment.

Week 1: Introduction to Ecological Feminism and Epistemology

8/24 Monday – Outline of this course of study. The main issues we will deal with this semester are 1) agriculture (pesticides, herbicides, GMOs); 2) nuclear weapons and power; 3) climate change. What is ecological feminism? How can it help us deal with these frightening and dangerous themes? How do we deal with grief?

8/26 Wednesday – Introduction to Ecofeminism

READING: Karen Warren (1997) Taking Empirical Data Seriously: an Ecofeminist Philosophical Perspective. Ch. 1 in: *Ecofeminism: Women, Culture, Nature*. Bloomington: Indiana University Press.

8/28 Friday – Introduction to ecofeminism and epistemology, the science of knowledge

READING: Vandana Shiva (2010) Science, Nature and Gender. Ch. 2 in *Staying Alive*.

Week 2: Ecofeminism, Epistemology, and History

8/31 Monday – Introduction to ecofeminism and epistemological hierarchies.

The rise and fall of an idea; social constructionism vs essentialism; epistemology and learning how to defend your ideas for the sake of the planet

READING: Greta Gaard (2011) Ecofeminism Revisited: Rejecting Essentialism and Re-Placing Species in a Material Feminist Environmentalism." *Feminist Formations* 23, 2: 26-53.

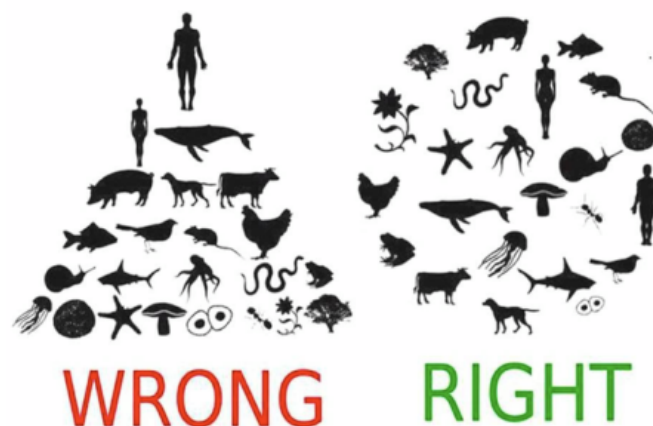
9/2 Wednesday – Ecofeminism and epistemological hierarchies

READING: D. Demeritt (2002) "What is the 'Social Construction of Nature'? A typology and sympathetic critique." *Progress in Human Geography* 26, 6: 767-790.

9/4 Friday – Ecofeminism and epistemological hierarchies

READING: D. Sarewitz (2004) "How science makes environmental controversies worse." *Environmental Science & Policy* 7: 385-403.

Discussion



Week 3: Food Production - Feeding and Poisoning the World

9/7 Monday LABOR DAY NO CLASSES

[READING: Please begin reading Rachel Carson (1962) *Silent Spring*. For all readings, you need to average 30-50 pages per class session.)

9/9 Wednesday Rachel Carson and the environmental movement

READING: Rachel Carson (1962) *Silent Spring*

Film: *The Power of One Voice*

9/11 Friday Discussion of theory and praxis (practice/action); evaluation and discussion of sources; 3 paragraphs DUE

READING: Rachel Carson (1962) *Silent Spring*

AND Pesticide Action Network: Organophosphates

<http://www.panna.org/resources/organophosphates>

Week 4: Food Production - Feeding and Poisoning the World

9/14 Monday Ecofeminist debates; what is 'deep ecology'?

READINGS: Rachel Carson, *Silent Spring*

9/16 Wednesday: Classism, racism, sexism and the subordination of nature

READINGS: Rachel Carson, *Silent Spring*

AND: Tiffany Dyer (2004) Pesticides and the United Farm Workers: An Extension of the Struggle for Social Justice. University of Puget Sound, Senior Thesis.

<http://www.pugetsound.edu/faculty-pages/dsackman/senior-theses/tiffany-dyer/>

9/18 Friday: Neonicotinoids and the bees

Discussion. Theory and praxis. Evaluation and discussion of sources; 3 paragraphs DUE

READING: Rachel Carson, *Silent Spring* (finish)

AND: #neonics **AND VIDEO:**

<https://www.youtube.com/watch?v=WDkpVWzFnK0&feature=youtu.be>

Week 5: Food Production – Feeding and Poisoning the World

9/21 Monday Ecofeminist perspectives on genetically modified crops

READINGS: Vandana Shiva (2015) *Myths of the Green Revolution and GMOs*

<http://vandanashiva.com/?p=291>

Michael Specter (2014) Seeds of doubt: an activist's controversial crusade against genetically modified crops. *The New Yorker*, August 25.

<http://www.newyorker.com/magazine/2014/08/25/seeds-of-doubt>

9/23 Wednesday Genetically modified organisms and the rest of nature; ecofeminist perspectives on GMOs

READING: Jeffrey Smith (2008) *The World According to Monsanto*. Institute for Responsible Technology (September). <http://responsibletechnology.org/fraud/The-World-According-to-Monsanto>

9/25 Friday Glyphosphate – toxicity in rain and rivers

READING: GMO Evidence: “Samsel and Seneff: Glyphosphate Enhances Damaging Effects of Environmental Toxins” OR “Sub-lethal doses of glyphosphate affect honeybee navigation.”

(or one of the other GMO research summaries here: <http://gmoevidence.com>

(or <http://www.globalresearch.ca/monsantos-glyphosate-the-contamination-of-land-water-air-and-food-the-development-of-cancer/5439355>)

Discussion. Theory and praxis. Evaluation and discussion of sources; 3 paragraphs DUE

Week 6: Food Production - Feeding and Poisoning the World

9/28 Monday Ecofeminist perspectives on animals and food

READING:

Rhea Parson (2011) “The 20th Anniversary of *The Sexual Politics of Meat*: An Interview with Carol J. Adams.” *MP: An Online Feminist Journal* 3.3.

Chaone Mallory (2011) Locating Ecofeminism in Encounters with Food and Place. *Journal of Agricultural and Environmental Ethics* (December)

9/30 Wednesday Agriculture and climate change

READINGS:

Vandana Shiva (2009) *Soil Not Oil* (extract)

AND

European Commission, Agriculture and Rural Development (2008) Fact Sheet Climate Change: The Challenges for Agriculture.

http://ec.europa.eu/agriculture/public/fact/climate_change/2008_en.pdf

10/2 Friday UNIVERSITY READING DAY. NO CLASSES. CATCH UP ON YOUR READING!!

MIDNIGHT DEADLINE:

Submission of first position paper – Food and Agriculture Theme. 12 paragraphs, 12 sources, properly referenced. You also need to submit this paper for online publication. **PLEASE PROOFREAD EVERYTHING BEFORE SUBMITTING.**

Week 7: The Lights - Nuclear Weapons and Nuclear Power

10/5 Monday Introduction to the theme: a history of the atom; the Hiroshima and Nagasaki Survivors studies

READING: Helen Caldicott, *Crisis Without End*

AND

Rosalie Bertell (1990) *No Immediate Danger: Prognosis for a Radioactive Earth* (extract)

[http://glia.ca/2011/radioactive/No Immediate Danger%20 Prognosis for a Radio active Earth 1990.htm](http://glia.ca/2011/radioactive/No%20Immediate%20Danger%20Prognosis%20for%20a%20Radioactive%20Earth%201990.htm)

10/7 Wednesday Case histories of environmental racism/sexism/classism

READINGS: Helen Caldicott, *Crisis Without End*

AND

Jacobs (2015) The Bravo Test and the Death and Life of the Global Ecosystem in the Early Anthropocene. *The Asia-Pacific Journal* 13, 29.

AND

Ishtar (2009) *Nuclearised Bodies*

10/9 Friday Ecofeminist perspectives and historical activism on nuclear issues

READINGS: Helen Caldicott, *Crisis Without End*

AND

Rumiel (2014) Getting to the Heart of Science: Rosalie Bertell's Eco-feminist Approach to Science and Anti-Nuclear Activism. *Journal of Women's History* 26, 2: 135-159.

AND/OR Busby (2014) Bomb test veterans' grandchildren suffer health impacts. *The Ecologist*, 16 October.

http://www.theecologist.org/News/news_analysis/2595620/bomb_test_veterans_grandchildren_suffer_health_impacts.html

Film: Nuclear Savage (extract)

Discussion. Theory and praxis. Evaluation and discussion of sources; 3 paragraphs DUE



Week 8: The Lights - Nuclear Weapons and Nuclear Power

10/12 Monday Low level radiation controversies

READINGS: Caldicott, *Crisis Without End*

AND Wasserman and Solomon (1982) *Killing Our Own: the disaster of America's experience with atomic radiation* (extract)

10/14 Wednesday Case studies of environmental classism/sexism/racism:

READINGS:

Caldicott, *Crisis Without End*

AND

Nuclear War: Uranium Mining and Nuclear Tests on Indigenous Lands. *Cultural Survival Quarterly* 17, 3. <http://www.culturalsurvival.org/publications/cultural-survival-quarterly/united-states/nuclear-war-uranium-mining-and-nuclear-tests->

AND

Brugge, Benally and Yazzie-Lewis (2006) *The Navajo People and uranium mining* (extract)

AND

Emjaybee (2011) *The Vanderbilt Experiment: Pregnant Women as Radiation Test Subjects* <http://www.theunnecesarean.com/blog/2011/2/16/the-vanderbilt-experiment-pregnant-women-as-radiation-test-s.html>

10/16 Friday Low level radiation controversies

READINGS: Caldicott, *Crisis Without End*

AND

Jan Bayea (2012) The scientific jigsaw puzzle: fitting the pieces of the low-level radiation debate. *The Bulletin of the Atomic Scientists* 68, 3: 13-28.

OR

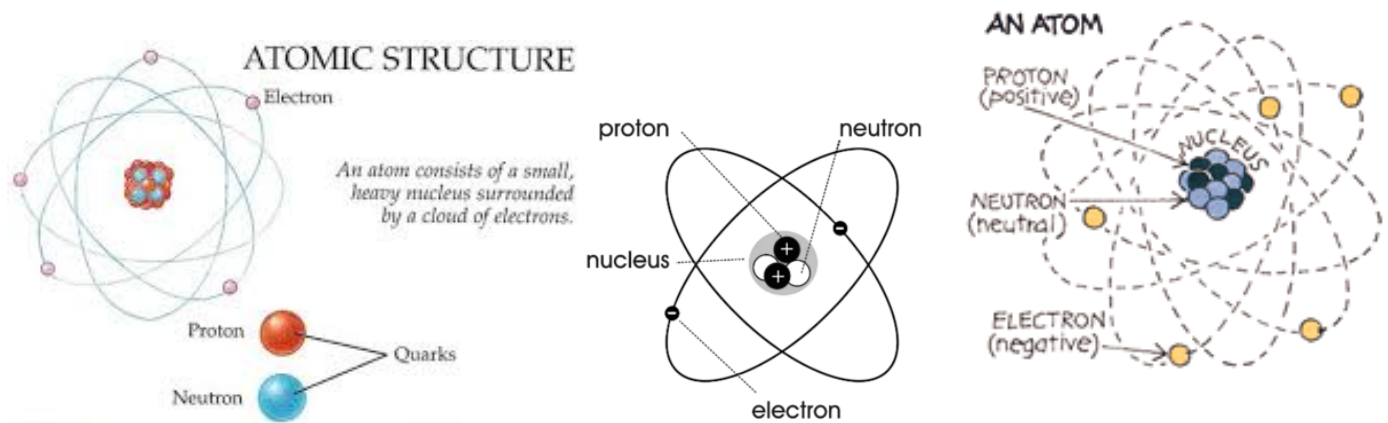
European Committee on Radiation Risk Report, 2010 (extract)

OR Paul Zimmerman (2009) A Primer in the Art of Deception.

<http://nonuclear.se/files/zimmerman200908deceptionHiroshimaStudy.pdf>

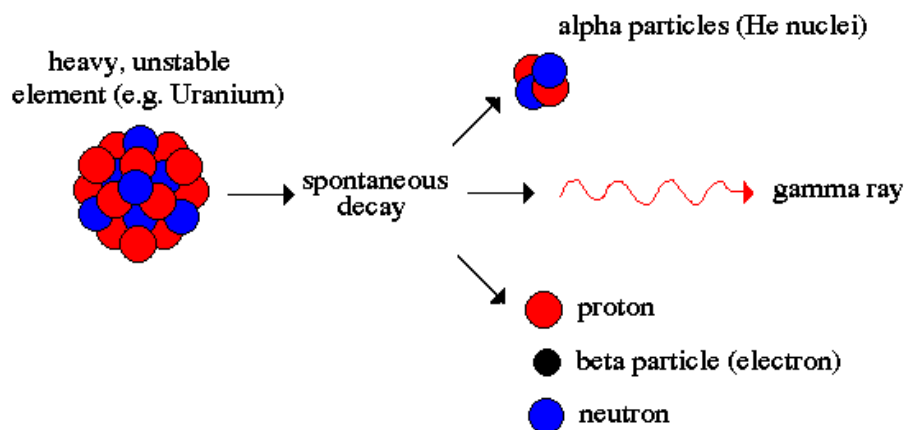
FILM: *Alice Stewart, the woman who knew too much* (extract)

**Discussion. Theory and praxis. Evaluation and discussion of sources;
3 paragraphs DUE**



NATURAL RADIOACTIVE DECAY:

Radioactivity



RADIATION FROM FISSION (BOMB OR REACTOR):

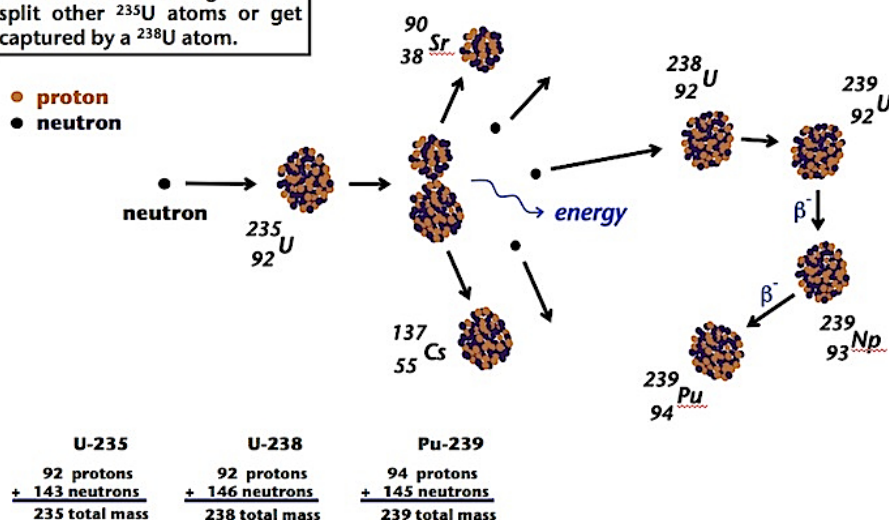
Fission of the ^{235}U atom results in two unequal pieces, called fission products, at the same time throwing off 3 neutrons and a large amount of energy. The neutrons then go on to split other ^{235}U atoms or get captured by a ^{238}U atom.

Bombs are mostly this:

1) Fission of ^{235}U by neutrons

Fuel is mostly this:

2) Neutron Capture by $^{238}\text{U} \rightarrow ^{239}\text{Pu}$



Week 9: The Lights - Nuclear Weapons and Nuclear Power

10/19 Monday Is nuclear power the answer to climate change?

READINGS:

Caldicott, *Crisis Without End*

AND

Caldicott, *Nuclear Power is Not the Answer* (extract)

10/21 Wednesday Chernobyl and a history of nuclear meltdowns since WWII

READINGS:

Caldicott, *Crisis Without End*

AND

Yablokov, Nesterenko and Nesterenko (2009) Chernobyl: Consequences of the Catastrophe for People and the Environment. *Annals of the New York Academy of Sciences*, 1181. http://www.tucradio.org/Yablokov_Chernobylbook.pdf (extract)

10/23 Friday Feminist anti-nuclear resistance/activism

READINGS:

Caldicott, *Crisis Without End*

AND Kimura (2015) Understanding Fukushima in a Feminist Political Ecology Perspective. In: Bryant, ed. *International Handbook of Political Ecology* (pp. 260-273)

AND VIDEO: Helen John, Peace Campaigner (1983)

**Discussion. Theory and praxis. Evaluation and discussion of sources;
3 paragraphs DUE**



Week 10: The Lights - Nuclear Weapons and Nuclear Power

10/26 Monday Fukushima: what happened?

READINGS:

Caldicott, *Crisis Without End*

10/28 Wednesday Fukushima and the Pacific Ocean: science and controversy

READINGS:

Caldicott, *Crisis Without End*

10/30 Friday Fukushima and the future

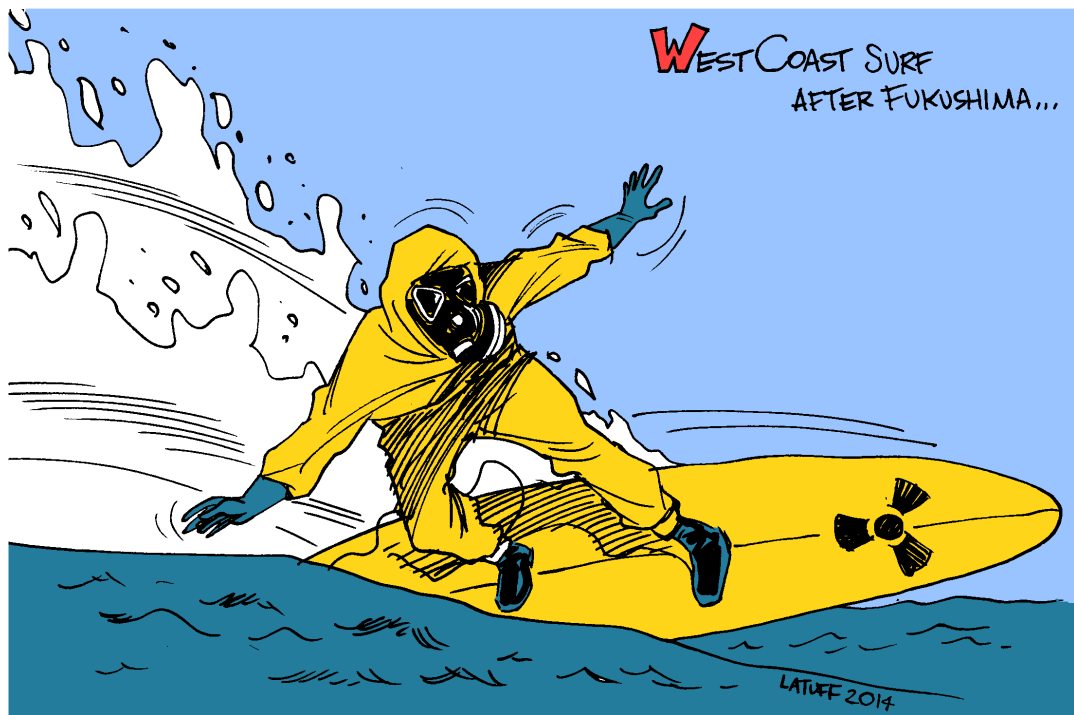
READINGS:

Caldicott, *Crisis Without End*

Discussion. Theory and praxis. Evaluation and discussion of sources.

MIDNIGHT DEADLINE:

Submission of first position paper – Nuclear Theme. 12 paragraphs, 12 sources, properly referenced. You also need to submit this paper for online publication.



Week 11: Climate Chaos

11/2 Monday Introduction to the theme

FILM: Climate Change: What You Need To Know

<https://www.youtube.com/watch?v=ffjlyms1BX4>

READING: Klein (2014) *This Changes Everything*
AND

Gaard (2015) Ecofeminism and Climate Change. *Women's Studies International Forum* 49: 20-33.

11/4 Wednesday Why is climate change science controversial in the US?

READING: Klein (2014) *This Changes Everything*

AND IPCC (2014) *Climate Change 2014. Summary for Policymakers*.
https://www.ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf

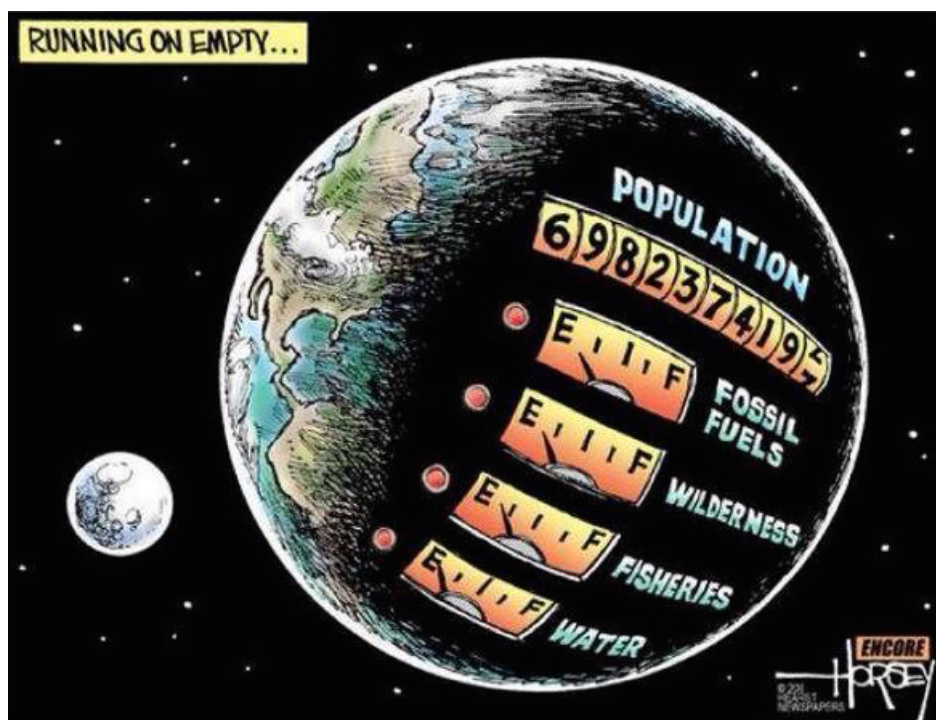
Film: Climate Change – Fact or Fiction? An Oxford Union Presentation (2013)

<https://www.youtube.com/watch?v=mOU306AvvHE>

11/6 Friday Modern resistance to climate change: Tar Sands, Keystone XL, Coal, Natural Gas (Fracking)

READING: Klein (2014) *This Changes Everything* (Esp Ch 9 & 10)

Discussion. Theory and praxis. Evaluation and discussion of sources;
3 paragraphs DUE



Week 12: Climate Chaos

11/9 Monday No climate justice without gender justice? Case histories of environmental racism/sexism/classism related to climate change

READING: Klein (2014) *This Changes Everything*

AND

Javier Sierra (2014) Racism's in the Air: Race Is the Determining Factor When It Comes to Who Breathes Bad Air. *Huffington Post*, May 5.

http://www.huffingtonpost.com/javier-sierra/racisms-in-the-air-race-i_b_5267447.html

AND

Terry (2009) No climate justice without gender justice: an overview of the issues. *Gender and Development* 17, 1: 5-18.

11/11 Wednesday NO CLASSES. VETERANS DAY. (World War I ended at the eleventh hour of the eleventh day of the eleventh month, 1918.)

11/13 Friday Grassroots resilience & indigenous resistance

READING: Klein (2014) *This Changes Everything* (esp. Ch 11)

AND

Vidal (2009) 'We know what to do – why don't we do it?' *The Guardian* 29 May.

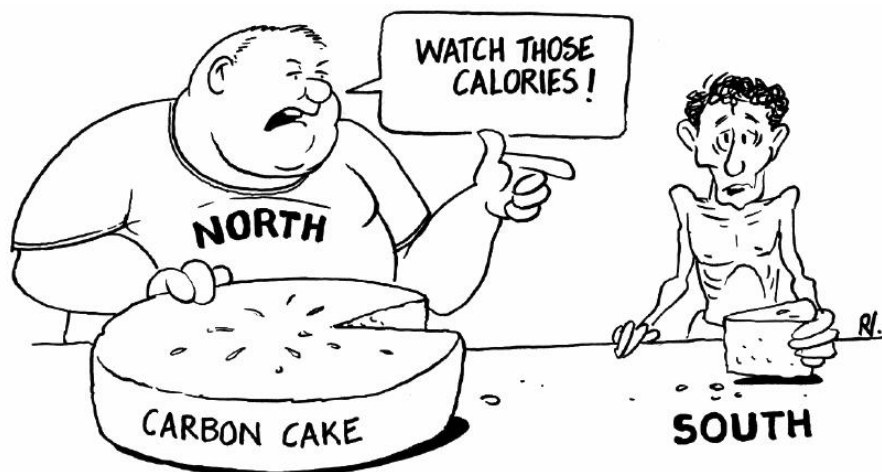
[Interview with Wangari Maathai, founder of the Green Belt Movement in Kenya.]

<http://www.theguardian.com/environment/2009/may/30/africa-women-climate-change-wangari-maathai>

AND FILM: Disruption: A Call to Act on Climate Change

<https://www.youtube.com/watch?v=rQsIErJ7-yk>

Discussion. Theory and praxis. Evaluation and discussion of sources; 3 paragraphs DUE



Week 13: Climate Chaos

11/16 Monday Ecofeminism and regeneration

READING: Klein (2014) *This Changes Everything*

FILM: *Do The Math* (350.org)

<https://www.youtube.com/watch?v=KuCGVwJIRd0>

11/18 Wednesday Ecofeminist approaches to spirituality

READING: Klein (2014) *This Changes Everything*

AND

Carol Lee Sanchez (1993) Animal, Vegetable, Mineral. IN: *Ecofeminism and the Sacred*.

11/20 Friday Ecofeminism and the possibilities for hope

READING: Klein (2014) *This Changes Everything*

Discussion. Theory and praxis. Evaluation and discussion of sources.

MIDNIGHT DEADLINE:

Submission of first position paper – Climate Theme. 12 paragraphs, 12 sources, properly referenced. You also need to submit this paper for online publication.



21st Session of the Conference of the Parties to the
United Nations Framework Convention on
Climate Change (COP21/CMP11),
November 30-December 11, 2015

Week 14: Climate Chaos

11/23 Monday

FILM: Don't Even Think About It, with George Marshall (2014) *Why Our Brains Are Wired to Ignore Climate Change*

11/25 Wednesday NO CLASSES. Begin Thanksgiving Break.

11/27 Friday NO CLASSES. Thanksgiving Break.

Week 15: Review and Final Exam Preparation

11/30 Monday Videos and Critiques

12/2 Wednesday Videos and Critiques

12/4 Friday Videos and Critiques

LAST DAY OF CLASSES

Final Exam Week: December 7-11

Submission and publishing of videos

