EAS 510: FALL 2018
Science and practice for social change

Instructor: Victoria Campbell-Arva
Email: vcarvai@umich.edu
Telephone: 734-763-5245
Lectures: Monday & Wednesday
Office: Dana 3503
Office Hours: Mondays 10:00-11:00 am; Thursdays 3:00-4:00 pm; Fridays 10:00-11:00 am (or by appt.)
Lecture Hall: Dana 1040
Time: 8:30-10:00 am
Discussion Sections: see below

Graduate Student Instructor | Discussion Section | Location | Day & Time | Office Hours (location tbd)
--- | --- | --- | --- | ---
Harold Rice | Section 002 | 1046 | Wednesdays 2:00-4:00 | Mondays 10:30-11:30
 | Section 003 | | Wednesdays 4:00-6:00 | Wednesdays 11:00-12:00
Madeleine Carnemark | Section 004 | 3556 | Thursdays 4:00-6:00 | Tuesdays 2:30-3:30
 | Section 005 | | Thursdays 6:00-8:00 |
Delia Mayor | Section 006 | 1024 | Fridays 9:00-11:00 | Fridays 1:30-3:30
 | Section 007 | | Fridays 11:00-1:00 |

Course Description
Like many of your colleagues, you are seeking inclusive, equitable, just, and sustainable solutions to environmental and natural resource challenges. You also want to take a scholarly approach to diagnosing and addressing threats to socio-ecological systems, establish a diverse network of colleagues, and be exposed to current applied and theoretical approaches from relevant disciplines. Look around you. We come from a diversity of disciplines; how do you begin to speak to each other when you may not be familiar with the particular methods, methodology, or epistemology of these disciplines? Our backgrounds and experiences also shape the way we think, act, and prioritize issues related to the environment and sustainability. Perhaps a more fundamental challenge, then, is to recognize, respect, and constructively engage with other ways of ‘knowing’ the world around us; to use our differences as strengths to find optimal solutions for the wicked problems we face now and into the future. EAS 510 is designed to introduce key concepts and applications from the social sciences that shed light on how we influence and respond to the world around us. As no single course can cover the vast spectrum of disciplines that make up the social sciences, we will instead cover a smaller number of sustainability-related concepts, skills, and applications. These social science perspectives and related interventions are organized into three nested and interrelated modules: individuals and households; communities and cities, and governance, markets and mobilization. These particular elements were chosen to reflect the strengths and interests of the SEAS community – but are also a reflection of current environment and sustainability challenges that encompass a variety of scales and contexts. This course, in addition to EAS 509 is part of the core course requirements in SEAS.

What can you expect from this class? By the end of this course you should be able to:
1. Describe and compare how different social science approaches shape our understanding of and solutions to environmental and natural resource problems.
   - In the first course module we will focus on individual- and household-level behavior and related interventions (for example, from disciplines like Psychology, Environmental Sociology, Communications, and Behavioral Economics).
   - In the second course module we will focus on environmental justice, community engagement, and participatory action research (informed by disciplines like Sociology, Anthropology, Human Geography)
   - In the third course module we will focus on collective action, market-based mechanisms, hybrid governance, and social movements (and informed by work in Political Science, Sociology, Public Policy, and Economics)
2. Recognize and describe the role of indigenous and local knowledge in sustainability solutions.
3. Critically evaluate the strengths and limitations of these social science approaches in addressing current environment and natural resource problems.
4. Apply social science approaches to an environment or natural resource problem that is of interest to you.
5. Differentiate between qualitative and quantitative social science research methods.
6. Prepare a scholarly report based on quantitative and qualitative data analysis.
7. Work in interdisciplinary groups.

Course content (including assignments, topics and dates) is subject to change without notice, and at the discretion of the course instructor.
Course Organization

Our lecture times will present an opportunity for me to present and review topical material and for you to engage in discussion and work through exercises related to the focal social science concepts and applications. While much of your preparation for lecture will include reading and synthesizing scholarly publications, out-of-class exercises and opportunities for peer review and reflection will provide additional structure and guidance to your preparation. Wherever possible you will be directed to materials (news articles, websites, videos) that reflect relevant current events and debates related to the social science concepts covered in class. Guest lectures will be invited to provide additional insight and perspective. Our discussion sections will provide you with an opportunity to ask (and answer) questions related to materials covered in lecture, gather data, and work through qualitative and quantitative data analysis, presentation, and interpretation. You will be working in teams for this part of the course.

How will you be assessed?

Your success in this class will be the result of preparation, participation, communication, teamwork, and engagement with the larger university community. The specific grade breakdown is as follows:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>% of GRADE</th>
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<tbody>
<tr>
<td>Participation (Lecture)</td>
<td>15</td>
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<td>Participation (Discussion Section)</td>
<td>15</td>
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<td>Group Assignments (2)</td>
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<td>Independent Assignment (Policy Brief)</td>
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<td>Final Exam</td>
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<td><strong>TOTAL</strong></td>
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Is there a textbook?

There is no textbook. Readings (i.e., peer-reviewed journal articles, book chapters, government documents, newspaper articles, and web-based materials) and other resources (e.g., movies, TV clips, social media, etc.) will be assigned for each topic that we cover. Please see the course schedule for specific reading (and other) assignments; links to readings and other materials will be posted to Canvas.

Participation

**Lecture:** You will be expected to read and engage with lecture materials (e.g., scholarly publications, video clips, and news articles) and to constructively participate in lecture discussions and activities. Lecture participation will include—but not be limited to—responding to questions and requests for specific input before lecture, low-stakes pop quizzes and short written reflections after lecture (based on readings, lecture notes and other materials, as appropriate) will also count towards your lecture participation grade. These participation activities will allow me to assess your progress through the course material and adjust content and delivery accordingly. Most importantly, lecture participation activities will give me an opportunity to hear from you, and these activities will often ask you to respond based on your own experiences and perspective. Lecture and on-line participation will be evaluated through Canvas and by the instructor (VCA). Participation rubrics and further details will be announced in lecture and posted to Canvas.

**Discussion Section:** Discussion Sections will provide an opportunity for you to engage with your peers in a small-group setting, to critically examine and apply the material presented in lecture, to elaborate on your own perspectives and experiences related to the lecture material, and to complete the related assignments. As all of these activities are based on active in-class engagement and collaboration, your peers are dependent on your thoughtful and timely contributions to discussions and to assignment-related activities and submissions. Thus, your absence from Discussion Section will negatively impact the learning of your peers. Discussion Section participation will be evaluated through Canvas and by your GSI; these participation rubrics are posted to Canvas.

**Missed classes:** You are responsible for any material covered in Lecture and in your Discussion Section, and related assignments and activities. Note that weekly attendance in your Discussion section is mandatory. Any points assigned in your Discussion Section for in-class activities, submissions of work, and discussion participation are forfeited if you do not attend. Chronic lateness and poor attendance will be reflected in your Participation grades overall.

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Group assignments

Assignment 1: For this assignment you will work with data from the University of Michigan’s ‘SCIP’ (Sustainability Cultural Indicators Program) or the Sustainable Living Experience (SLE). You will identify a hypothesis related to the performance of an environmentally significant behavior (or the antecedent to a sustainability-related belief). Working in groups, you will develop this hypothesis, conduct simple statistical analyses, interpret and discuss your results, and present your findings in short written and oral reports. As part of this report, you will also propose a related ‘intervention’ to further support and encourage the ‘pro-environmental behavior’. Due October 12th.

Assignment 2: For this assignment you will have the opportunity to apply a semi-structured interview technique to learn about public perceptions of ecosystem services in urban greenspace – particularly as they pertain to cultural significance and use. Working as a group, you will use a semi-structured interview guide to gather data to address this question (due to time constraints, this data will be collected outside of class). Following data collection, you will interpret and discuss your results, and present your findings in a short, written report. Due November 9th.

Independent Assignment (Policy Brief): In this course you will learn about various tools and interventions for motivating and supporting behaviors and initiatives that benefit the environment, conserve natural resources, or address social injustice. This assignment provides you with an opportunity to apply what you have learned in this course to develop a policy brief that describes or advocates for a social science-based intervention to address a sustainability challenge that is of interest to you. This individual assignment is due December 11th. You will be asked to submit a brief (1-2 sentence) description of your topic to VCA by October 17th. A draft of your policy brief is due the week of November 12 (for peer review in your Discussion Section). Further details will be provided in class and posted to Canvas.

Final Exam: This exam will cover all material (lectures, assigned readings, assignments, websites, video presentations and any supplemental material) covered in lectures and discussions. Ultimately, this exam will provide you with an opportunity to reflect on and apply what you have learned in this class, and how the material might inform your own work in the future. This take-home Final exam will be handed out on the last day of class (December 10th, 2018), and must be submitted online before noon (12:00 pm) on December 17th, 2018. The final exam will be in the form of short (1-2 paragraph) and long-answer (essay) questions; further details will be provided in class. No makeup or deferred exam will be allowed unless proof of a university-approved, excused absence is provided in accordance with university rules.

Class preparation:
In the past I have suggested, as a general rule, to expect to devote 2-3 hours of preparation for every hour spent in class. Please use this formula as a rough heuristic (some weeks may be more, some less), and do not hesitate to speak with me if you are feeling overwhelmed by the material.

Grading:

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<td>94 – 96</td>
<td>A</td>
<td>80-83</td>
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<td>90 – 93</td>
<td>A-</td>
<td>77-79</td>
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<tr>
<td>87 – 89</td>
<td>B+</td>
<td>74-76</td>
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<tr>
<td>59% (+ below) = F</td>
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Please inform your GSI promptly of any grading errors.

Policy for late assignments:
All assignments (Group and Independent Assignments) should be submitted to Canvas by 5 pm on the date specified (unless otherwise noted). Late assignments will be assessed a 5% penalty per day (or portion thereof).

Technology:
Please bring your laptops, tablets, or other internet-enabled devices to lecture for participation in in-class activities. If you forget your device I encourage you to share with a peer! Please refrain from accessing the internet and email for reasons other than those directly relevant to our class.

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Diversity, Equity and Inclusion:
All students are welcome and valued in EAS 510, and I strive to be inclusive of a diversity of voices and perspectives in the classroom and in course materials. I also strongly believe that environmental sustainability cannot be achieved without equitable and inclusive solutions. I have made diversity, equity and inclusion a priority in this class, but of course there is always room for improvement; please do not hesitate to speak with me about your concerns. I would like to draw your attention to these excellent student resources and initiatives:

Diversity, Equity and Inclusion:
SEAS: http://seas.umich.edu/dei
Rackham: http://www.rackham.umich.edu/diversity-equity-inclusion
University-wide: https://diversity.umich.edu
CEW+ (Center for the Continuing Education of Women): http://www.cew.umich.edu/about/
Multi-Ethnic Student Affairs: https://mesa.umich.edu/about-us
Rackham Graduate School Students of Color: http://www.rackham.umich.edu/students/campus-guide/students-of-color
Rackham Graduate School Students with Disabilities: http://www.rackham.umich.edu/students/campus-guide/disabilities
Student Life Counselling and Psychological Services: https://caps.umich.edu
Student Life Spectrum Center: https://spectrumcenter.umich.edu
Students with Children: http://www.studentswithchildren.umich.edu/index.html

Accommodations for Students with Disabilities:
If you are a student with a documented disability who may require academic accommodation and have not registered with the Services for Students with Disabilities https://ssd.umich.edu, please contact their office at (734) 763-3000 or email at ssdoffice@umich.edu. Students who have registered with the Disability Resource Centre are eligible for formal academic accommodation; please note that the University’s Policy is two weeks’ notice for any academic accommodation.

Writing Help:
We can all benefit from feedback and constructive input on our writing from time to time. The Sweetland Writing Center offers a variety of writing workshops (to groups and individuals), seminars, and courses specifically designed for graduate students. You can also book individual consultations. Their web address is: https://lsa.umich.edu/sweetland/graduates.html (click on the Writing Workshop link).

There are also some great resources and workshops offered through the English Language Institute: https://lsa.umich.edu/eli/language-resources/eap-workshops-for-graduate-students.html The first workshop is scheduled for September 12, 2018 – but you do need to register to secure a space! See also: https://lsa.umich.edu/eli/language-clinics/graduate-writing-clinic-for-international-students.html for graduate writing clinics.

Academic Misconduct:
The University of Michigan Rackham Graduate School includes a policy on Academic and Professional Integrity: “As members of this community, and as future leaders in research and the professions, all Rackham students are expected to take personal responsibility for understanding and observing the following standards of academic and professional behavior that safeguard the integrity of the academic mission of the University.” http://www.rackham.umich.edu/current-students/policies/academic-policies/section11

It is your responsibility to familiarize yourself with these policies, particularly the section on plagiarism and other forms of academic and professional misconduct. Further information on plagiarism can be found on the University of Michigan Library’s page: http://guides.lib.umich.edu/c.php?g=283392&p=1887232. In short, all of the written work you submit must be original by you and written in your own words. Copying the work of others, including “representing the words, ideas, or work of others as one’s own in writing or presentations!,” or copying the work of others with only minor modifications (paraphrasing), is considered plagiarism. Any written work with evidence of plagiarism, whether by accident or on purpose, will receive a grade of zero (0). Cases of academic misconduct, including plagiarism, may be referred to the Rackham Graduate School for further review and disciplinary action.

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1 Definition from: http://www.rackham.umich.edu/current-students/policies/academic-policies/section11#1122

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EAS 510 Course Code of Conduct

1. **Our primary commitment is to learn from each other.** We will listen respectfully to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, experiences, interests, identities, and values.

2. **Respect others’ right to hold opinions and beliefs that differ from your own.** Be open to hearing their perspectives. Be open to changing your perspectives based on what you learn from others. Be okay with disagreement.

3. **Be courteous.** Don’t interrupt or engage in private conversations while others are speaking. Be aware of messages you may be communicating with your body language.

4. When you disagree with your peers, **challenge or criticize the idea**, not the person.

5. **Support your statements.** Use evidence and provide a rationale (preferably from the material we are covering in class) for your points.

6. **Take care when generalizing about groups of people, whether you belong to that group or not.** Consider who might feel excluded or devalued when you offer a broad characterization of a group. Do not ask others to speak on behalf of a group you perceive them to represent.

7. **Share responsibility for including all voices in a discussion.** If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.

8. If you are offended by something or think someone else might be, **speak up** and don't leave it for someone else to have to respond to it.

9. **Take work in pairs or small groups seriously.** Remember that your peers’ learning depends upon your engagement.

10. **Get to know the other students!** Introduce yourself to students sitting near you. Refer to classmates by name and make eye contact with other students.

11. **Recognize that we are all still learning,** and trust that people are always doing the best they can.

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2 Adapted from the University of Michigan Center for Research on Learning and Teaching (CRLT) Discussion Guidelines: [http://www.crlt.umich.edu/examples-discussion-guidelines](http://www.crlt.umich.edu/examples-discussion-guidelines)
<table>
<thead>
<tr>
<th>WEEK</th>
<th>MONDAY</th>
<th>WEDNESDAY</th>
<th>DISCUSSION SECTION</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>September 4: no class</strong></td>
<td>Introductions, Course Structure &amp; Expectations</td>
<td>Social Science Research; Research with Human Subjects (PEERRS Certification)</td>
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<td><strong>MODULE 1: Individuals and Households</strong></td>
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<td>2</td>
<td>Introduction: Individuals and Households</td>
<td>Guest: UM SCIP Survey</td>
<td>SCIP/SLE assignment (Assignment 1): Developing a hypothesis</td>
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<td>3</td>
<td>Knowledge &amp; Awareness</td>
<td>Values &amp; Worldview</td>
<td>SCIP/SLE assignment: Data analysis and interpretation</td>
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<td>4</td>
<td>Norms</td>
<td><em>(Complete Knowledge, Values &amp; Norms)</em></td>
<td>Presenting and discussing SCIP/SLE results</td>
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<tr>
<td>5</td>
<td>Affect &amp; Risk Perceptions</td>
<td>Guest: Motivated Reasoning</td>
<td>Discussion: Challenges and opportunities</td>
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<td><strong>MODULE 2: Communities and Cities</strong></td>
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<tr>
<td>6</td>
<td>Introduction: Communities and Cities</td>
<td>Guest: Research methods for community-based &amp; action research</td>
<td>Interview assignment (Assignment 2): Developing a research question and plan for study (topic: urban ecosystem services)</td>
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<td>7</td>
<td><strong>October 15: no class</strong></td>
<td><em>(Cultural) Ecosystem Services</em></td>
<td>Interview assignment: Analyzing results</td>
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<td>8</td>
<td>Climate Adaptation, Part I</td>
<td>Guest: Environmental Justice</td>
<td>Discussion: Climate Adaptation, Climate Justice</td>
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<tr>
<td>9</td>
<td>Transformation</td>
<td>Guest: Energy Justice</td>
<td>Discussion: Challenges and opportunities for sustainable cities</td>
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<td><strong>MODULE 3: Governance, Markets, and Mobilization</strong></td>
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<tr>
<td>10</td>
<td>Introduction: Governance, Markets, and Mobilization</td>
<td>Social-ecological systems &amp; Collective action</td>
<td>Discussion: Marine fisheries as a tragedy of the commons?</td>
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<tr>
<td>11</td>
<td><strong>Guest</strong>: Carbon taxes, carbon markets</td>
<td>Market-based sustainability certification</td>
<td>Workshop: Peer Review of your draft Policy Brief</td>
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<tr>
<td>12</td>
<td>Water Governance</td>
<td>The Great Bear Rainforest Agreement</td>
<td><strong>Thanksgiving Holiday (November 22-23): No Discussion Sections</strong></td>
</tr>
<tr>
<td>13</td>
<td><strong>Guest</strong>: Climate adaptation, Part. II</td>
<td>Social movements, framing, and mobilization</td>
<td>Discussion: Great Bear Rainforest Agreement</td>
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<tr>
<td>14</td>
<td>Knowledge, privilege and resource governance</td>
<td>Is the global governance of plastics failing the oceans?</td>
<td>Discussion: Challenges and opportunities for resource and environmental governance</td>
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<tr>
<td>15</td>
<td>Wrap-up</td>
<td><strong>December 11: last day of classes</strong></td>
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Schedule and Topic Details

Pre-course Materials:
- Please read and review before your first Discussion Section, we will be revisiting these materials throughout the course (lectures and in discussion):
    - Read pages 93-98, Box 1 (page 102) and the Conclusion
    - Although this article specifically mentions conservation, the principles are applicable to other contexts
    - Think about this article as a ‘map’ of where we start with this course, and where we will finish
  - "A Plastic Ocean" film (available on Canvas); review the following segments (points of time in movie): 13:45-16:05; 24:30-30:04; 37:11-42:05; 57:02-1:05:21; 1:20:55-1:28:14; and 1:35:00-1:36:07.

Wednesday, September 5: INTRODUCTION
- Course introduction
  - Please review the Syllabus prior to class

SEPTEMBER 10-OCTOBER 5: INDIVIDUALS AND HOUSEHOLDS

Monday, September 10: Introduction to INDIVIDUALS AND HOUSEHOLDS Module

For lecture:
  - Read the Abstract and pages 9-11 “Broadening the conceptualization of EVKB”
  - Read pages 309-310 (Sections 1 and 2.1)

- Optional, for further reading:
Wednesday, September 12: Introduction to the UMich SCIP survey

- **For lecture:**
  - Overview of Quantitative Research Methods: [https://apus.libguides.com/research_methods_guide/research_methods_quantitative](https://apus.libguides.com/research_methods_guide/research_methods_quantitative)
  - Sustainability Cultural Indicators Program: [http://graham.umich.edu/campus/scip](http://graham.umich.edu/campus/scip)
    - “SCIP Overview”
    - “SCIP Call to Action”
    - Sustainability Indicators Infographic
  - SCIP Fact Sheet: [http://graham.umich.edu/media/files/CampusIA-FactSheet.pdf](http://graham.umich.edu/media/files/CampusIA-FactSheet.pdf)
  - Sustainable Living Experience: [https://lsa.umich.edu/sustainable-living](https://lsa.umich.edu/sustainable-living)
    - Video clips for Prospective Students: “What is SLE” and “Is SLE Right for Me?”

Monday, September 17: Knowledge & Awareness

- **For lecture:**
    - Read pages 1-5, 8 (section of quoted text from Gifford and Nelson (2014) + preceding paragraph)
    - Read pages 95-97, Sections 5.3, 5.5 & 5.6

- Optional, for further reading:

Wednesday, September 19: Values & Worldview

- **For lecture:**
    - Read pages 339-343 and 345-351
    - Read pages 425-428

- Optional, for further reading:


**Monday, September 24: Norms**

- **For lecture:**
  - Read Section 5.4.3 “Perceptual barriers and norm-based messaging”
- **Optional, for further reading:**

**Wednesday, September 26: We’ll use this time to complete Knowledge, Values & Norms**

**Monday, October 1: Affect and Risk perceptions**

- **For lecture:**
    - View TEDx presentation: “Human tragedies: The more who die, the less we care”
    - Read Sections 1, 2.7 & 2.8
    - Read Abstract and Sections 4 & 5
- **Optional, for further reading:**
    - Review webpages on: Psychic Numbing, Psuedoinefficiency & Prominence

**Wednesday, October 3: Motivated Reasoning**

- **For lecture:**
  - tbd

**OCTOBER 8 – NOVEMBER 2: COMMUNITIES AND CITIES**

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3 tbd: to be determined (our Canvas site will have these updated postings)
Monday, October 8: Introduction to **COMMUNITIES AND CITIES** Module

**For lecture:**
- Review “A Plastic Ocean”: Segment 57:02-1:05:21

**Optional, for further reading:**

Wednesday, October 10: Research methods for community-based & action research

**For lecture:**
  - Read Chapter 1
  - Read Chapters 1 & 2

**Optional, for further reading:**
- Water is Life: Participatory Video in Teshie, Ghana: [https://www.youtube.com/watch?v=rVZblhLGNqU](https://www.youtube.com/watch?v=rVZblhLGNqU)

Monday, October 15: Reading Break, no class

Wednesday, October 17: (Cultural) Ecosystem Services

**For lecture:**
  - Click on “View the webinar podcast” *(Follow the instructions to download Adobe Connect to open and view the presentation)*
  - Start watching at “Presenter#1 0:01:16” (to 0:22:45)


**Optional, for further reading:**


o Hul, M. (2018). Study: When a city’s trashy lots are cleaned up, residents’ mental health improves. Washington Post (August 17, 2018) https://wapo.st/2nL7ZmI?tid=ss_mail&utm_term=.93e0e52e16d6


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**Monday, October 22: Climate Adaptation and Resilience**

**For lecture:**

  - Read Executive Summary, Introduction, Vulnerability Assessment and Conclusion

  - Read pages 1450-1453 (“Cities as social-ecological systems”, “Landscape multifunctionality” and “Green infrastructure”) and 1454-1458 (“Engaging the community in a participatory planning process”)

**Optional, for further reading:**


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**Wednesday, October 24: Environmental Justice**

**For lecture:**

o Video “Here’s to Flint”: https://www.youtube.com/watch?v=x7ULFSaMooA


**Optional, for further reading:**


o Flint Water Advisory Task Force Final Report: https://tinyurl.com/zq58upj

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Monday, October 29: Transformation

- **For lecture:**
  o Davison, D. "How Urban Agriculture is Transforming Detroit" (TEDx Presentation) [https://www.ted.com/talks/devita_davison_how_urban_agriculture_is_transforming_detroit?utm_campaign=tedspreads&utm_medium=referral&utm_source=tedcomshare](https://www.ted.com/talks/devita_davison_how_urban_agriculture_is_transforming_detroit?utm_campaign=tedspreads&utm_medium=referral&utm_source=tedcomshare)
- **Optional, for further reading:**
  o Rooftop urban farming feeds South Africa’s poor (short video). [https://youtu.be/S95c5XndrlU](https://youtu.be/S95c5XndrlU)

Wednesday, October 31: Energy Justice

- **For lecture:**
  o tbd

NOVEMBER 5 – DECEMBER 7: GOVERNANCE, MARKETS, AND MOBILIZATION

Monday, November 5: Introduction to Governance, Markets, and Mobilization

- **For lecture:**
- **Optional, for further reading:**

Wednesday, November 7: Social-ecological systems & Collective action

- **For lecture:**
  o FAO Community-based Fisheries Management (short video): “Voices from the Pacific”: [https://www.youtube.com/watch?v=IHCwwrMNHhkh](https://www.youtube.com/watch?v=IHCwwrMNHhkh)
  o PBS Food Forward Television Series “Go Fish” (Episode 1): [http://www.pbs.org/food/features/food-forward-season-1-go-fish/](http://www.pbs.org/food/features/food-forward-season-1-go-fish/)
    - Watch the first 1 minute 30 seconds (1:30)
- **Optional, for further reading:**

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**Monday, November 12: Carbon taxes, carbon markets**

- **For lecture:**

**Wednesday, November 14: Market-based sustainability certification**

- **For lecture:**

- **Optional, for further reading:**

**Monday, November 19: Water governance**

- **For lecture:**

**Wednesday, November 21: The Great Bear Rainforest Agreement (introduction and role assignments)**

- **For lecture:**
  - Coast Funds: Great Bear Rainforest and Haida Gwaii: http://coastfunds.ca/great-bear-rainforest/  

- **Optional, for further reading:**

**Monday, November 26: Climate Adaptation and Indigenous and local knowledge**

- **For lecture:**
  - tbd
• **Optional, for further reading:**

### Wednesday, November 28: Social Movements, framing and mobilization

• **For lecture:**

• **Optional, for further reading:**
  o La Via Campesina’s September edition of Nyéléni Newsletter (water and oceans) [https://viacampesina.org/en/nyeleni-newsletter-oceans-water/](https://viacampesina.org/en/nyeleni-newsletter-oceans-water/)

### Monday, December 3: Knowledge, privilege, and resource governance

• **For lecture:**
  o Decolonizing Water: [http://decolonizingwater.ca](http://decolonizingwater.ca)
    - View short video: *Water Bush Camp: Learning From the Land*
    - Read Sections 1-3, and 5
    - Read pages 19-21 (Sections 1 and 2) and pages 25-29 (Sections 4 and 5)

• **Optional, for further reading:**
  o Case Study: “What is the role for science in community forestry in Nepal?” [https://www.learnngala.com/cases/nepal-community-forestry](https://www.learnngala.com/cases/nepal-community-forestry) (you will need to register and sign in to access this resource).

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*Course content (including assignments, topics and dates) is subject to change without notice, and at the discretion of the course instructor.*

**Wednesday, December 5: Is the global governance of plastics failing the oceans?**

- *For lecture:*
    - *Read pages 1-8*