

ARTS 140

INFORMATION AND ANALYSIS: “THE POLITICS OF CLIMATE CHANGE”¹

Fall, 2018

HH 336, Monday, 2:30-5:20pm

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Office Location: Hagey Hall 311

Office Hours: By appointment

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

General Arts 140 Description

This course introduces students to diverse ways of finding, examining, and using data and information in the social sciences and humanities. In a small seminar setting, students will explore a variety of topics based on instructor expertise in order to understand quantitative and qualitative methods of data gathering and build competencies in conceptualizing, contextualizing, and comprehending methods of information analysis. Students will be expected to investigate, use, and assess the presentation of information in their own work and the work of others so that they can better understand the range of social, ethical, and political challenges of our world.

“The Politics of Climate Change” Description

Climate change is one of the most pressing challenges of our time. It has reshaped our political-economic reality and it defines our future. Debates about the fallout from and solutions to climate change involve all levels of government and involve historic social movements and grassroots organizations across the globe confronting the world’s most powerful corporations. This course welcomes students to grapple with these issues. We will start by briefly discussing climate change (its origins, impacts and trends). We will then engage with various perspectives on the causes of the problem, who is bearing the greatest costs, what actions are needed, and what or who is blocking the solutions. Throughout, we analyze both qualitative and quantitative data and, using this information, you will practice research and writing skills across a variety of

¹ I thank Robert Danisch, Nadine Fladd, Jane Forgay, Trevor Holmes, Tommy Mayberry, and Heather Smyth for their support in developing this course.

assignments with support provided by Porter Library and the Writing and Communication Centre.

Contact Policy

- I am always happy to meet with you to discuss your work. Please feel free to talk with me before or after class. We can also set up another time to meet. Don't hesitate to request a meeting with me.
- Use only your UW email account and start your email subject headings with "Arts 140." Note that I aim to respond to emails within 48 hours during the week. However, I do not check email on weekends and holidays (so, for example, expect that I won't respond to messages received on a Friday until Tuesday).
- We have a LEARN site for this course that I will use primarily to share documents and information with you.
 - Please adjust your LEARN notification settings so that you are sent an email or text message when I post new items (click on your profile picture in LEARN, select "notifications," then, at the very least, check both "announcements" boxes).
 - In the case of service interruptions to the LEARN system, please see the following policy: [LEARN Service Interruption Policy https://uwaterloo.ca/secretariat-general-counsel/service-interruptions-online-learning-environment-guidelines](https://uwaterloo.ca/secretariat-general-counsel/service-interruptions-online-learning-environment-guidelines)
 - Please upload a photo of yourself on your LEARN profile—this will be helpful to me and your colleagues as we communicate throughout the semester.

Learning Outcomes

In terms of course content, by the end of this course you should be able to:

1. Reflect critically on your experience of the climate crisis and your role in confronting it.
2. Discuss the climate crisis (its origins and impacts, current and future) and recognize how the impacts of climate change are felt unequally across space (ie. developed vs. developing states; rich vs. poor neighbourhoods) and time (the notion of intergenerational injustice).
3. Analyze the primary psychological and political-economic obstacles to addressing climate change.
4. Explore and propose potential solutions to these obstacles.
5. Identify and evaluate barriers and solutions at multiple levels of governance (municipal, provincial, regional, national, international).

This course also has important goals for communication and research. Arts 140 is part of the Faculty of Arts' effort to invite students into an interactive scholarly community of researchers.

It will help you to develop skills to do the following:

1. Access information and practice navigating library resources, including indexes and databases.
2. Recognize and define quantitative and qualitative data.
3. Practice writing and speaking in iterative communication assignments in a variety of genres and for a variety of audiences.

4. Collaborate with peers and provide, incorporate, and reflect on feedback.
5. Demonstrate an ability to reflect on the knowledge-making function of information, analysis, and communication.
6. Assess, examine, and evaluate the uses and purposes of information, including distinguishing between facts and values.

Structure of the Classes

Classes will involve a combination of reading discussions, mini-lectures, audio-visual material, individual reading exercises, small group work, and lots of writing: you will write every class—often ungraded “low stakes” exercises. Expect the classes to draw heavily on the readings and to be highly active and interactive.

We will also use class time to work on key aspects of the writing projects such as exploring potential paper topics, discussing finding sources and using them effectively, and peer reviewing drafts. Note that we will be respectfully and constructively discussing your work in the class and you will read the drafts and final submissions of your colleagues. Moreover, throughout there will be interventions from Porter Library and Writing and Communication Centre staff to guide you in effective researching and communicating. Ultimately, I hope that this course will develop into a collaborative researching and writing workshop.

In addition to our weekly class, I welcome you to join a community of writers who are supporting each other in developing a productive, sustainable writing practice. This will take the form of a “communication café” outside the classroom. I’ll say more about this in person.

Course Requirements, Expectations, and Standards

Required Readings (& More)

The readings are the foundation for our in-class work and your writing projects this term. You are therefore responsible for completing the readings before class, preparing to discuss the readings before class, and bringing the readings with you so you can refer to them.

This course requires you to purchase 2 books and 2 other items:

1. Maslin’s 2014 *Climate Change: A Very Short Introduction* (3rd edition, \$10+tax)
2. Paul Hawken’s 2017 *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming* (\$29+tax)
3. A standalone timer of your choice (a simple kitchen timer, or something like this: <https://datexx.com/collections/timers>)

Both books are available for purchase at Words Worth Books at 96 King Street South in Waterloo (519-884-2665). You can reserve your copies by “checking out” each book using the links below:

https://bookmanager.com/1318225/?q=h.tvviewer&using_sb=status&qsb=keyword&q=9780198719045
https://bookmanager.com/1318225/?q=h.tvviewer&using_sb=status&qsb=keyword&q=9780143130444

The other assigned readings—a selection of book chapters and articles—are available via the UW Library Course Reserves. Our visitors from Porter Library and the Writing and Communication Centre and I may also post material on our LEARN site throughout the semester.

Attendance & Engagement/Participation

This is an introductory undergraduate seminar and so I expect a high degree of interaction in every class. This is not a lecture course. Instead, I expect you to participate in lively, intellectually engaging conversations each class.

Please be prepared to begin class on time. Note that if you miss a class, you are responsible for informing yourself about missed work by contacting other students in the class.

Assignments & Evaluation *(see the detailed schedule below for precise due dates)*

Weekly Reading Responses & In-Class Engagement/Participation	20%
Reflection	5%
Op-Ed	10%
Blog Post	5%
Mini-Presentation	5%
Research Essay Proposal & Outline	10%
Research Essay, draft 1	5%
Final Research Presentation	10%
Final Research Essay	20%
Portfolio Reflection	10%

I will post copies of the formal assignments on our LEARN site. In the meantime, below I provide more details on the weekly reading responses and in-class engagement requirements.

Reading Responses (RRs) will take the form of short written summaries of the readings, reactions to the material, and/or responses to specific questions. They will either be submitted in advance of class or written in class. I will advise you of what is required for the next week at the end of each class. Note that RRs will be evaluated in terms of quality of writing, comprehensive of the course readings, and active engagement with the course material.

Further, your active engagement and participation is required in a number of “low stakes” informal writing and speaking activities that you will do in class, as well as in our discussions of the readings.

Excellent discussion participation is marked by:

- striking a balance between saying nothing and dominating the discussion. Be conscious of how much space you take up in discussions; practice “stepping up and stepping back” toward equal participation
- responding constructively and meaningfully to other students and/or the course material (rather than glib answers or general opinion)
- staying on topic and staying focused on the readings; engaging with the readings in a meaningful way that demonstrates your preparation
- sharing your knowledge, experiences, ideas, questions and examples
- contributing new ideas or information (rather than repeating yourself or points already made)
- expressing yourself clearly and succinctly
- integrating main ideas in the discussion to draw out broad insights
- making connections with / responding to / building from others’ comments; paraphrasing others’ thoughts to assess if you have understood their meaning
- responding to questions asked or new topics introduced; initiating a new turn in the discussion
- listening actively
- encouraging other people to speak; supporting other voices (rather than interrupting or silencing them)
- recognizing and respecting that everyone has something worthwhile to contribute
- being open-minded; respecting and taking an interest in opposing viewpoints
- disagreeing respectfully
- staying positive (being positive fosters better discussions and better ideas; negativity and sarcasm shut down conversation)
- keeping the discussion fun and light-hearted (wit and humour are welcome!)

General Information on Assignments and Grading

- Unless otherwise noted, assignments are due in hardcopy at the beginning of the class in which they are due. Please save paper by double-siding your printing.
- Also, you must upload formal assignments into the appropriate LEARN dropbox on the due date.
- Keep all the writing you do (and the comments I and your peers make on your work) in your portfolio.
- I will make grades available on the LEARN course site throughout the semester, with the exception of engagement/participation grades. For the latter, I will release your average midway through the semester and then assign a final grade at the end of the semester.
- This course requires the careful use and acknowledgement of sources. You are responsible for not plagiarizing. We will discuss proper use of sources in more detail during the semester. Also, text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin is used to verify that all materials and sources in assignments are documented. Submissions are stored on a U.S. server, therefore if you are concerned about privacy and/or security, you will be given an alternative (e.g., scaffolded assignment or

annotated bibliography). I will advise you at the time assignment details are provided about arrangements and alternatives for the use of Turnitin. It is your responsibility to notify me at the time assignment details are provided if you wish to submit the alternate assignment.

- Finally, please note that you are expected to write original work this semester. Let me know if you are currently working on similar topics in another class, or if you have done so in the past. I expect you to do all new research and writing in this class but we can arrange for it to build off other work.

Grade Appeal Policy

If you are concerned that an assignment was not graded fairly, you must provide a 1-page explanation as to why you think it was improperly graded (i.e. what do you think you did that should have been given more weight?). Submit a hardcopy of this explanation to me along with the original commented assignment and evaluation grid.

Note: Grades may be either raised, stay the same, or lowered as a result of an appeal.

Time limit: You must take responsibility for picking up your marked work in a timely manner. No appeals will be considered more than 3 weeks after the assignment was made available for return.

Late Policy

Assignments must be submitted at the beginning of the class on the stated due date. Evaluated in-class work must be completed at the time it is assigned. Late submissions cannot be accepted and there are no “make-ups” for work missed due to absence. Late submissions or missed work will receive a grade of 0%.

Of course, exceptions will apply in the case of a religious holiday accommodated by the university or a documented emergency or illness (via a Verification of Illness Form: [Health Services https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness](https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness)).

Please note: student travel plans are not an acceptable reason for granting an alternative examination times or submission due dates.

Electronic Device Policy

To be discussed.

Course Feedback

You will be given two formal opportunities to evaluate this seminar, midway through and at the end of the semester. I welcome suggestions and comments that might improve the seminar at any time.

No recording, copying, or transmitting of course material

It is prohibited to transmit, record or copy by any means, in any format, openly or surreptitiously, in whole or in part, any of the lectures, discussions, activities, or materials provided, undertaken, or published in any form during or from the course.

Unclaimed Submissions

I will retain your submissions for six months. After this time period, unclaimed work will be securely destroyed.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

University Regulations

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek

guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Schedule

- We may diverge slightly from this schedule depending on our needs and interests. We will discuss the next week's readings and writing assignments at the end of each class.

Wk	Date	Theme	Required Readings	Writing Workshops & Practice	Assignments Due
1	Sept 10	Climate Change Primer	-	Begin reflection	-
2	Sept 17	Climate Change Primer	<input type="checkbox"/> Maslin 2014 ch. 2 (17pp), 5 (19pp), 7 (21pp) * Skim chapters 1, 3, and 4 if you need an introduction to / refresher on climate change science. <input type="checkbox"/> <i>For op-ed samples, see next week's readings....</i>	Begin op-ed Library Workshop: Finding and Discerning Resources	Reflection

Wk	Date	Theme	Required Readings	Writing Workshops & Practice	Assignments Due
3	Sept 24	Climate Change Primer	<ul style="list-style-type: none"> <input type="checkbox"/> Hansen et al. 2017 “Young People’s Burden” 18pp <p>Then choose 4 of the following op-ed samples (10pp total):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nesbit 2017 “Climate Change is Bad for Your Health” 3pp <input type="checkbox"/> Monbiot 2007 “The Real Answer to Climate Change is to Leave Fossil Fuels in the Ground” 2pp <input type="checkbox"/> McKibbin 2017 “Stop Swooning Over Justin Trudeau. The Man is a Disaster for the Planet” 2pp <input type="checkbox"/> McKibbin 2016 “Recalculating the Climate Math” 4pp <input type="checkbox"/> Welby 2017 “Our Moral Opportunity on Climate Change” 2pp <input type="checkbox"/> Steiner et al. 2017 “Climate Change is a Threat to Rich and Poor Alike” 2pp <input type="checkbox"/> Klein 2016 “Paris Is a Good Start – but More Must Be Done” 3pp <input type="checkbox"/> Homer-Dixon 2017 “Canada Must Not Give Up the Fight on Climate Change” 1p 	<p>WCC Workshop: The Writing Process & Theses Statements</p> <p>Peer review of op-ed</p>	Op-ed, draft 1
4	Oct 1	Climate Change Psychology	<ul style="list-style-type: none"> <input type="checkbox"/> Selections from Stoknes 2015 <i>What We Think About When We Try Not To Think About Global Warming</i> <input type="checkbox"/> Victor et al. 2017 “Why the Wiring of our Brains Makes it Hard to Stop Climate Change” 2pp 	<p>Research essay brainstorming</p> <p>Workshop on Quantitative Data</p>	Op-ed, final version

Wk	Date	Theme	Required Readings	Writing Workshops & Practice	Assignments Due
<i>No class on Oct 8 (Thanksgiving)</i>					
5	Oct 15	Climate Change Cover-Up	<input type="checkbox"/> Reading to be announced	Library Workshop: Accessing Data Sets & Data Visualization	Mini-presentation on research essay topic
6	Oct 22	Resistance	<input type="checkbox"/> Klein 2014 "Blockadia" 43pp	From blog to tweet	Blog Post
7	Oct 29	Resistance	<input type="checkbox"/> Piggot 2017 "The Influence of Social Movements on Policies that Constrain Fossil Fuel Supply" 9pp	Workshop on Productive Writing Practices	Research Essay Proposal & Outline
8	Nov 5	A New Take on Responsibility: From Consumption to Extraction	<input type="checkbox"/> Shue 2017 "Responsible for What? Carbon Producer CO2 Contributions and the Energy Transition" 5pp <input type="checkbox"/> Lee 2017 "Extracted Carbon: Re-Examining Canada's Contribution to Climate Change through Fossil Fuel Exports" 24pp	Workshop: Revising	-

Wk	Date	Theme	Required Readings	Writing Workshops & Practice	Assignments Due
9	Nov 12	<p><i>* Class this week will take place at the REEP House for Sustainable Living, 20 Mill Street, Kitchener</i></p> <p>Solutions & Community Responses</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Maslin 2014 ch. 9, 13pp Hopping or leaping?: <ul style="list-style-type: none"> <input type="checkbox"/> The Leap Manifesto 2015 4pp <input type="checkbox"/> Homer-Dixon 2016 "Start the Leap Revolution Without Me" 1pp <input type="checkbox"/> McQuaig "Why the Ruckus Over the Leap Manifesto?" 2pp <input type="checkbox"/> ClimateActionWR 2013 "A Climate Action Plan for Waterloo Region: Living Smarter in 2020, Summary Version" http://www.climateactionwr.ca/wp-content/uploads/2015/10/ClimateActionPlan-Summary.pdf 		-
10	Nov 19	New Student Research	N/A	<p>Peer review of draft 1</p> <p>Workshop on Effective Presenting</p>	Research Essay, draft 1
11	Nov 26	New Student Research	<ul style="list-style-type: none"> <input type="checkbox"/> Peers' papers (presenters are required to share papers with peer reviewers by Nov 24 at 4pm) 	<p>Research Presentation or Peer Reviews</p>	<p>Research Presentation or Peer Reviews</p>

Wk	Date	Theme	Required Readings	Writing Workshops & Practice	Assignments Due
12	Dec 3	New Student Research	<input type="checkbox"/> Peers' papers (presenters are required to share papers with peer reviewers by Dec 1 at 4pm)	Research Presentation or Peer Reviews	Research Presentation or Peer Reviews
	Dec 9 @ 4pm	<p>Final research essay and portfolio reflection due. Upload your paper and reflection letter to the appropriate dropbox in the LEARN system, then submit a hardcopy of the paper and portfolio reflection into my mailbox at the Political Science Department (the mailbox is across from my office door, Hagey Hall 311).</p> <p><i>*If you want comments on your paper or portfolio, include a stamped, self-addressed envelope large enough for your portfolio and I will mail it back to you after the end of the examination period.</i></p>			