

Culture, Politics and Climate Change

T/H 9:30 – 10:45 AM

Benson IB81

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Course Web Page: http://sciencepolicy.colorado.edu/students/envs_4800

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COURSE DESCRIPTION

The objective of this course is to critically analyze how climate science and policy activities find meaning in our daily lives. To address this objective, we will focus particularly on the roles of selected non-nation state actors in addressing global environmental change. By way of various themes addressed in the sessions over the semester, we will connect the more formal spaces of climate science, policy and politics to the spaces of the ‘everyday’. Collectively, we will attempt to understand the intricate dynamics between multilevel institutional architectures and the landscape of actors, primarily those outside national governments which are able to influence outcomes (media, cities, businesses, NGOs, etc.). As a more specific case-study example, we will focus most closely on how mass media shape understanding and engagement with the issue of climate change.

Throughout, we will examine how the formalized spaces of climate politics and policy, from international to local, permeate the everyday spaces of attitudes, perspectives and behaviors in the public sphere. Through such an approach and through this case study of climate change, I aim for us to all effectively explore the variegated spaces of (dis)engagement with this prominent and contemporary global environmental challenge.

In the course, we will aim to challenge our thinking about climate change as a problem, develop new frameworks for analyzing climate challenges, and discuss practical and conceptual alternatives for mitigation and adaptation actions in our everyday lives. Critical engagement in session discussions with these topics and themes will help us to distinguish patterns, appraise and assess values, and gain insights from a variety of perspectives and viewpoints concerning climate change.

COURSE READING MATERIALS

This will be our main text for the course:

Hulme, M. (2009) Why we disagree about climate change: understanding controversy, inaction and opportunity Cambridge University Press: Cambridge, UK

We will also be reading many academic journal articles as well as referring to gray literature (newspaper and magazine reports etc.) throughout the course.

COURSE REQUIREMENTS

Overview

This is an upper division course and the reading and writing schedule will be rigorous. It is important that everyone stay up to date with the readings and all other expectations. All readings must be completed *before* the class for which they are assigned. Also, *all* assignments turned in must be typewritten using 12 pt Times New Roman, double-spaced with 1" margins.

Attendance & Participation	50 pts
Roundtable Discussion (15 pts - comment Sheet; 20 pts – facilitation; 15 pts – summary)	50 pts
Team Project (10 pts – proposal; 40 points – presentation)	50 pts
Final Exam/Individual Research Paper (10 pts – proposal; 40 pts – final version)	50 pts

Total: 200 points	

Because this is a ‘Critical Thinking’ course, the class structure will consist mainly of roundtable discussions. Unfortunately, in the sessions we will not be able to discuss all dimensions and facets of the themes and readings. So it is up to you to engage both critically and mindfully with these outside of our meetings as well.

To help you engage critically with these themes and readings, you may wish to ask yourselves the following questions:

- What are the main points or themes?
- How (well) do the readings address important facets of the topic?
- What is the author’s central thesis?
- How is this work similar to or different from other course material, your own ideas, or other information you have come across in the past?
- Where are possible weaknesses in the author’s arguments?
- Do you agree with the author’s central assertions, theories, ideas? If so, why? If not, why not?

Considering and/or writing out answers to these questions will only help you as you prepare for the class discussions (especially in the week you co-facilitate) as well as your individual research papers. I encourage you to arrange additional student-led discussion groups outside of class as needed/desired.

Attendance

Each person enrolled in the course is expected to engage critically with the issues that are discussed. This requires that everyone be consistently engaged and present in each class through discussion and questions about the class topics and materials.

Each class session will build upon previous sessions. Consequently, ***if you accumulate more than three unexcused absences during the quarter, you will not pass the course.***

Class Participation

Participation will consist of engagement in the class discussions as well as contributions through class preparation. An important requirement will be that all students come to each class session ready to

contribute with notes and comments you have assembled based on the readings. These might consist of elements of the following:

- Clarification questions that you may have about one or more of the readings → these can help to address points in the readings that were confusing or contradictory
- Comments on key points in the readings, a portion of a reading, or theme(s) between readings
- Comments about (dis)agreements that you may have with assertions or themes in the readings
- Reflections on something surprising, new, or counterintuitive that you learned from the readings

Participating in class discussion, and preparing comments helps in a number of ways. Of note, while challenging and enhancing your engagement with the material, it also provides a series of working notes from which you can draw for your roundtable facilitation and final paper.

Roundtables: Comment Sheets, Discussion Facilitation, Summary

During the Thursday sessions (except for the first week, the week of Oct 6 and group presentation weeks), everyone will take turns co-facilitating roundtable discussions of the week's readings and themes. I will provide a sign-up sheet in the first sessions in order to pick the week and theme for facilitation. This co-facilitation will have three main elements: 1) preparation of a Comment Sheet *before* the session, 2) Facilitation *during* the session, and 3) a Summary *after* the session

Comment Sheets

Co-facilitators will prepare how they tentatively plan to guide discussions. They must coordinate and draw up notes to distribute, providing a set of potential discussion points. Co-facilitators should target approximately 2 pages of comments/questions and send them to the other course participants *over email by 6PM the evening before the session* (To post a message to the class, send the attachment via email to envs4800@sciencepolicy.colorado.edu). These comments will direct us all to what co-facilitators determine to be salient, important, and key themes as well as critiques and questions from the week's material to discuss during the session. *These can be prepared and distributed individually or together.*

Summaries

Based on the co-facilitated roundtable discussion, co-facilitators will *each* submit an approximately 1000 word summary on the content as well as the process of preparation for and activities in the roundtable discussion. Summaries must include:

- Substantive treatment of what discussions and questions transpired in the session. Were there particular points of contention, or confusion? Were they resolved? Why or why not?
- Discussion of how the roundtable session may have or may have not furthered critical understanding of the themes for that week.
- Reflections on your facilitation role in the session: What worked in co-facilitating the discussion? What did not? What would you do differently the next time?

Team Project

This team project is designed to build skills in collaboration and critical engagement. This project is also set up so that everyone can creatively and uniquely apply theoretical and academic tools to 'real world' environments. There is no shortage of contentious and important issues in politics, culture and climate change. However, teams (of 3-4) will need to select one of the themes from the list of scheduled online bi-weekly live 1PM Wednesday talks this fall as part of the National Climate Seminars

<http://www.bard.edu/cep/ncs/>, sponsored by the Bard Center for Environmental Policy. These are scheduled to be approximately 30 minute talks (with Q&A), and will be made available later as podcasts.

Based on these themes, teams will develop a presentation that identifies key actors and connected issues involved, power struggles and oppositions therein. The presentation should identify the problem(s), as they relate to culture, politics and climate change. Groups will then critique and analyze competing viewpoints and struggles over possible courses of action. Planning, coordination and organization are indispensable for success! Team project proposals will be **due Oct 1** (worth 10 points) so begin this early. The proposals must be a 400-500 word description of the specific topic the group plans to pursue.

On Tuesday, September 1 I will ask each of you to select one of the six themes in **bold** below, as a point of departure from which to develop a team project presentation. Of note, while plenty interesting, the Sept 9 seminar may be too early, and Dec 2 and Dec 16 are too late for our purposes; however, everyone may still wish to participate in these online talks

National Climate Seminars Fall 2009 Schedule: ‘The World Decides’

DATE	Presenter	Conversation
Sept. 9	Dallas Burtraw, <i>Resources for the Future</i>	U.S. Policy: Strong Enough?
Sept. 23	Stephen Schneider, <i>Stanford University</i>	Meaning of Business as Usual
Oct. 7	Bill McKibben, <i>350.org</i>	Climate Citizens
Oct. 21	Hunter Lovins, <i>Natural Capitalism</i>	Business on Board
Nov. 4	Andrew Revkin, <i>New York Times</i>	Copenhagen Prospects
Nov. 11	Hon. Ed Markey*, <i>D-MA</i>	What Washington Needs
Nov. 18	Mohan Monasinghe, <i>IPCC Vice Chair</i>	China, India, and the U.S.
Dec. 2	David Orr, <i>Oberlin College</i>	Educators, Citizens, Copenhagen and Beyond
Dec. 16	Jessy Tolkan, <i>Energy Action</i>	Spring 2010: The Youth Voice

Conference Call Instructions

Online organizers state that “every conference call is free and accessible from any type of phone, from anywhere. If you have a national long-distance plan, are using a cell phone or VOIP service, the conference call will be free. Only domestic long-distance rates may apply as determined by your long-distance provider.”

To dial in, call 1-712-432-3100 and use the conference code 253385

The same number will be used for each session of the seminar; just dial-in on the correct date and time. Once you dial in, two other attendee phone controls are 4* for self-mute, and 5* to signal a question.

Final Exam/Individual Research Paper

This individual research paper is designed for you to draw critically and creatively from the class readings and discussions. This paper must be 2500-3000 words (not including references), and should center on your unique analytical perspective on a particular theme, connection(s) or contradiction(s) across themes discussed in this course. **At least ten in-text/end-of-text citations** must be included in the individual research paper (only three of these may be web-based).

This assignment aims to deepen your understanding and critical analysis on a specific issue deemed to be of particular interest to you. Treat this as another opportunity to further pursue areas, themes and issues of interest that you find exciting and worthwhile through your co-facilitation week and/or team project. I encourage you to be very specific with your paper topic. I welcome case studies, issues and themes that were not covered in class lectures, discussions and readings but intersect with course themes. Please feel free to discuss possible topics with me before you submit your individual research paper proposal (worth 10 points) on **November 3**. The proposals must consist of a 300-400 word abstract, a tentative outline, and a bibliography of relevant readings. Final exam/individual papers are due (hard copies!) at the scheduled time of the final exam on Monday, December 14 (730 PM).

University Recommended Syllabus Statements: Additional Logistics

If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices> If you have a temporary medical condition or injury, see guidelines at <http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html> Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to FAQs can be found at <http://www.colorado.edu/disabilityservices>

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at http://www.colorado.edu/policies/fac_relig.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should

contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

SCHEDULE, READINGS, ASSIGNMENTS

(I may add/remove readings as discussions unfold)

COMPONENT I: OVERVIEW – institutions, actors, (collective) psychology

Tuesday August 25

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity* Cambridge University Press: Cambridge, UK
– Preface (pp. xxv - xxxix)

Thursday, August 27

- *select co-facilitation week*

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity* Cambridge University Press: Cambridge, UK
– Chapters 1 & 2 (pp. 1-71)

Putnam, (1988) 'Diplomacy and domestic politics: the logic of two-level games' *International Organization* 42(3), 427-460

Tuesday, September 1

- *select group presentation theme*

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity* Cambridge University Press: Cambridge, UK
– Chapters 3 & 5 (pp. 72-108, 142-177)

Adger, W. N., Benjaminsen, T., Brown, K., Svarstad, H. (2001) 'Advancing a political ecology of global environmental discourses.' *Development and Change* 32, 681-715.

Biermann, F. and Dingworth, K. (2004) 'Global environmental change and the nation state' *Global Environmental Politics* 4(1), 1-22

Thursday, September 3

Bulkeley, H. (2001) 'Governing climate change: the politics of risk society?' *Transactions of the Institute of British Geography*. 26, 430-447.

Demeritt, D. (2006) 'Science Studies, Climate Change and the Prospects for constructivist Critique.' *Economy and Society*. 35(3), 453-479

Rutherford, S. (2007) 'Green governmentality: insights and opportunities into the study of nature's role' *Progress in Human Geography*, 31(3) 291-307.

Tuesday, September 8

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity* Cambridge University Press: Cambridge, UK
– Chapter 6 (pp. 178-210)

Swim, J., Clayton, S., Doherty, T., Gifford, R., Howard, G., Reser, J., Stern, P., and Weber, E. (2009) 'Psychology and global climate change: addressing a multi-faceted phenomenon and set of challenges', Report by American Psychological Association Task Force www.apa.org/releases/climate-change.pdf

Moser, S. (2007) 'More bad news: the risk of neglecting emotional responses to climate change information' in Moser, S. and Dilling, L. (eds) *Creating a Climate for Change*, 64-80.

Thursday, September 10

Freudenberg, W., Gramling, R. and Davidson, D. (2008) 'Scientific certainty argumentation methods (SCAMs): Science and the politics of doubt' *Sociological Inquiry*, 78(1), 2-38

Norgaard, K.M. (2006) "'People want to protect themselves a little bit": emotions, denial, and social movement nonparticipation' *Sociological Inquiry*, 76(3), 372-396

Russill, C. and Nyssa, Z (2009) 'The tipping point trend in climate change communication' *Global Environmental Change* 19, 336-344.

Smith, K. (2009) 'The wisdom of crowds' *Nature Reports Climate Change* 30 July, www.nature.com/climate/2009/0908/full/climate.2009.73.html

COMPONENT II: MASS MEDIA – who speaks for the climate?

Tuesday, September 15

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity* Cambridge University Press: Cambridge, UK
– Chapter 7 (pp. 211-247)

Anderson, A. (2009) 'Media, politics and climate change: towards a new research agenda' *Sociology Compass* 3(2), 166-182

Revkin, A.C. (2007) 'Climate Change as News' in *Climate Change: What it Means for Us, Our Children, and Our Grandchildren*, DiMento, J.F.C. (ed.) Cambridge, MA: MIT Press, 139-159.

Thursday, September 17

Boykoff, M. (2007) 'Flogging a dead Norm? Media coverage of anthropogenic climate change in United States and United Kingdom, 2003-2006,' *Area* 39 (4), 470-481.

Boykoff M. and Boykoff, J. (2007) 'Climate change and journalistic norms: A case-study of U.S. mass-media coverage.' *Geoforum*. 38(6), 1190-1204

Boykoff, M. (2008) 'The cultural politics of climate change discourse in UK tabloids', *Political Geography*, 27(5), 549-569.

Carvalho, A. and J. Burgess (2005) 'Cultural circuits of climate change in UK broadsheet newspapers, 1985-2003.' *Risk Analysis* 25(6), 1457-1469.

Tuesday, September 22

Billett, S. (forthcoming) 'Dividing climate change: global warming in the Indian mass media' *Climatic Change* DOI 10.1007/s10584-009-9605-3

Harbison, R. (2006) 'Whatever the weather: media attitudes to reporting climate change' *Panos Institute Report* London <http://www.panos.org.uk/?lid=308>

Shanahan, M. (2009) 'Time to adapt? Media coverage of climate change in nonindustrialised countries' in Boyce, T. and Lewis, J. (eds) *Climate Change and the Media* Peter Lang Publishing: London <http://www.iied.org/pubs/pdfs/G02512.pdf>

Thursday, September 24

Corbett, J.B. and Durfee, J.L. (2004) 'Testing public (un)certainty of science: media representations of global warming.' *Science Communication* 26(2): 129-151.

Olausson, U. (2009) 'Global warming global responsibility? Media frames of collective action and scientific certainty' *Public Understanding of Science* 18, 421-436

Sampei, Y. and Aoyagi-Usui, M. (2009) 'Mass-media coverage, its influence on public awareness of climate-change issues, and implications for Japan's national campaign to reduce greenhouse gas emissions', *Global Environmental Change*, 1, 203-212

COMPONENT III: DEVELOPMENT, CONSUMPTION & POPULATION

Tuesday, September 29

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity* Cambridge University Press: Cambridge, UK
– Chapter 8 (pp. 248-283)

Doulton, H. and Brown, K. (2008) 'Ten years to prevent catastrophe? Discourses of climate change and international development in the UK press' *Global Environmental Change* 19, 191-202

Thursday, October 1

- *team presentation proposal due*

Jiang, L. and Hardee, K. (2009) 'How do recent population trends matter to climate change?' *Population Action International Working Paper #1*, April, Washington D.C. www.populationaction.org

Littler, J. (2009) *Radical Consumption* Chapters 4 & 5 'Interior economies: anti-consumer activism and the limits of reflexivity' and 'Ecologies of green consumption', 70-115.

Tuesday, October 6

Brulle, R.J., and Young, L.E. (2007) 'Advertising, individual consumption levels, and the natural environment, 1900-2000' *Sociological Inquiry* 77 (4), 522-542.

Larrick, R.P. and Soll, J.B. (2008) 'The MPG illusion' *Science*, 320 (5883), 1593-1594

Weber, C.L. and Matthews, H.S. (2009) 'Food-miles and the relative climate impacts of food choices in the United States' *Environmental Science and Technology*, 42(10), 3108-3513

Thursday, October 8 – NO CLASS

COMPONENT IV: GOVERNANCE – cities and climate mitigation/adaptation

Tuesday, October 13

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity* Cambridge University Press: Cambridge, UK
– Chapter 9 (pp. 284-322)

Betsill, M., and Bulkeley, H. (2007). Looking back and thinking ahead: A decade of cities and climate change research. *Local Environment*, 12(5), 447-456.

Thursday, October 15

Moser, S. (2006). Talk of the city: Engaging urbanites on climate change. *Environmental Research Letters*, 1(1)

Slocum, R. (2004) 'Consumer citizens and the Cities for Climate Protection campaign' *Environment and Planning A*, 36, 763-782

COMPONENT V: THE PUBLIC – understanding, engagement, mediating images

Tuesday, October 20

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity* Cambridge University Press: Cambridge, UK
– Chapter 10 (pp. 323-366)

Hobsen, K. (2008) 'Reasons to be cheerful: Thinking sustainably in a climate changing world' *Geography Compass*, 2, 1-16

Whitmarsh, L. (2009) 'What is in a name? Commonalities and differences in public understanding of 'climate change' and 'global warming'' *Public Understanding of Science* 18, 401-420

Thursday, October 22

Lorenzoni, I. and Hulme, M. (2009) 'Believing is seeing: laypeople's views of future socio-economic and climate change in England and Italy' *Public Understanding of Science* 18, 383-400

Maibach, E., Roser-Renouf, C. and Leiserowitz, A. (2009) 'Global warming's six Americas: an audience segmentation analysis' *Yale Project on Climate Change and George Mason University Center for Climate Change Communication*

***note that Saturday, Oct 24 is an 'International Day of Climate Action' <http://www.350.org/>**

Tuesday, October 27

Nisbet, M. and Kotcher, J.E. (2009) 'A two-step flow of influence? Opinion-leader campaigns on climate change' *Science Communication* 30(3), 328-354

Nisbet, M. and Mooney, C. (2007) 'Framing science' *Science*, 316, 56

Ockwell, D., Whitmarsh, L. and O'Neill, S. (2009) 'Reorienting climate change communication for effective mitigation: forcing people to be green or fostering grass-roots engagement?' *Science Communication*, 30, 305-327

Thursday, October 29

Leiserowitz, A. (2006) Climate change risk perception and policy preferences: The role of affect, imagery, and values. *Climatic Change*. 77, 45-72.

Slocum, R. (2004) 'Polar bears and energy-efficient lightbulbs: strategies to bring climate change home' *Environment and Planning D*, 22, 413-438

Tuesday, November 3

- individual paper topic proposals due

Hansen, A. and Machin, D. (2009) 'Visually branding the environment: climate change as a marketing opportunity' *Discourse Studies*, 10, 777-794

Manzo, K. (forthcoming) 'Imaging vulnerability: the iconography of climate change' *Area*, DOI 10.1111/j.1475-4762.2009.00887.x

O'Neill, S. and Nicholson-Cole, S. (2009) "'Fear won't do it": promoting positive engagement with climate change through visual and iconic representations' *Science Communication*, 30, 355-379

Thursday, November 5

Doyle, J. (2007). 'Picturing the clima(c)tic: Greenpeace and the representational politics of climate change communication.' *Science as Culture* 16(2), 129-150.

Doyle, J. (2008) 'Seeing the climate? The problematic status of visual evidence in climate change campaigning' in S. Dobrin and S. Morey (eds.) *Ecosee: Image, Rhetoric, and Nature*. New York: State University of New York Press

COMPONENT VI: BUSINESSES and NGOs

Tuesday, November 10

Hulme, M. (2009) Why we disagree about climate change: understanding controversy, inaction and opportunity Cambridge University Press: Cambridge, UK
– Chapter 4 (pp. 109-141)

Newell, P. (2008) 'Civil society, corporate accountability and the politics of climate change' *Global Environmental Politics*, 8(3), 122-153

Newell, P. and Paterson, M. (forthcoming) 'The politics of the carbon economy' in Boykoff, M. (ed.) *The Politics of Climate Change*, Routledge/Europa

Thursday, November 12

Bryant, R.L. (2009) 'Born to be wild? Non-governmental organisations, politics and the environment' *Geography Compass*, 3(4), 1540-1558.

Carmichael, B. (2009) 'U.S. environmental NGOs: media moles or moguls in drive for power in changing media landscape' *The Yale Forum on Climate Change and the Media*
<http://www.yaleclimatemediaforum.org/2009/08/ngos-media-moles-or-moguls/>

Lahsen, M. (2008) 'Experiences of modernity in the greenhouse: A cultural analysis of a physicist "trio" supporting the backlash against global warming' *Global Environmental Change*, 18, 204-219

McCright, A. M. and R. E. Dunlap (2003). 'Defeating Kyoto: The conservative movement's impact on U.S. climate change policy.' *Social Problems* 50(3): 348-373.

COMPONENT VII: CELEBRITIES

Tuesday, November 17

Boykoff, M. and Goodman, M. (2009) 'Conspicuous Redemption: Promises and Perils of Celebrity Involvement in Climate Change' *Geoforum*, 40, 395-406

Prudham, S. (2009) "Pimping Climate: Richard Branson and the Performance of Green Capitalism" *Environment and Planning A*, 41(8), 1594-1613

Wilson, K.M. (2007) 'Television weathercasters as potentially prominent science communicators.' *Public Understanding of Science* 17, 73-87.

Thursday, November 19

Bottrill, C., Lye, G., Boykoff, M. and Liverman, D. (2008) 'First Step: UK Music Industry Greenhouse Gas Emissions for 2007', report for *Julie's Bicycle & the UK Music Industry*, 2007-2008

Eckersley, R. (2007) 'Defending the penguin army: an Inconvenient Truth' *Millennium: Journal of International Studies*, 35(2), 439-443.

Littler, J. (2008) "I feel your pain": cosmopolitan charity and the public fashioning of the celebrity soul' *Social Semiotics*, 18(2), 237-251

Luke, T. (2008) 'The politics of true convenience or inconvenient truth: struggles over how to sustain capitalism, democracy, and ecology in the 21st century' *Environment and Planning A*, 40, 1811-1824

Tuesday & Thursday, November 24 & 26 – NO session meetings; FALL BREAK & Thanksgiving

COMPONENT VIII: TEAM PRESENTATIONS

Tuesday & Thursday, December 1 & 3

- *team presentations*

Tuesday & Thursday, December 8 & 10

- *team presentations*

FINAL EXAM

Monday, December 14 730-10PM

- *final individual paper due*