

Culture, Politics and Climate Change

T/H 930-1045am
Ketchum 234

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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 changing activities find meaning in our daily lives by way of politics and culture. By way of four main themes addressed in the sessions over the semester, we will explore how more formal climate science and policy permeate the spaces of our 'everyday', in terms of attitudes, perspectives, intentions, behavioral change and resistances therein. In a discussion-based seminar format, 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. 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 individual and collective 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 and other pressing environmental challenges.

COURSE READING MATERIALS

There are three main texts for the course:

- 1) Cox, R. (2010) *Environmental Communication and the Public Sphere* Sage Publications: Thousand Oaks, CA (second edition)
- 2) Boykoff, M. (2011) *Who Speaks for the Climate? Making Sense of Media Coverage of Climate Change*, Cambridge University Press: Cambridge, UK
- 3) Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity*, Cambridge University Press: Cambridge, UK

In addition, we will read and discuss many academic journal articles as well as referring to gray literature (newspaper and magazine reports etc.) throughout the term. A number of these are listed below (and are available through the course webpage), while others will be added as we go.

COURSE REQUIREMENTS

Overview

This is an upper division course and the reading schedule is rigorous. It is important that everyone stay up to date with the readings and all other expectations for the course. 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	40 pts
Roundtable Discussion (15 pts - comment sheet*; 15 pts – facilitation; 10 pts – summary*)	40 pts
Activities #1 & #2 (20 pts each)	40 pts
Team Project (10 pts – proposal*; 30 points – presentation)	40 pts
Final Exam/Individual Research Paper (10 pts – proposal*; 30 pts – final version*)	40 pts

total: 200 points	

** for late assignments I will have to deduct 10% per calendar day the item is late (starting from the class session in which they're due [except that comment sheets are deemed late with the deduction starting after 5PM on Wednesdays])*

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 will be 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 help you as you prepare for the class discussions (especially in the week you co-facilitate) as well as your individual research papers. *I also 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 participate in each session with the issues that are discussed. This requires that everyone be consistently present in each class through discussion and questions about the class topics and materials. Our discussion inevitably 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 be evaluated through your engagement in the class discussions as well as contributions through class preparation. An important requirement will be that everyone comes 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 improving your detailed understanding 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 co-Facilitation, Summary

During the **ten** Thursday sessions specified below, 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) **co-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 5PM the evening before the session* (To post a message to the class, send the attachment via email to envs4800@lists.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. When turning in the Summary, **note your word count at the top of the page.** Use the Harvard Citation Scheme for all references (here and in your term paper, described below).

Summaries must include:

- Substantive treatment of what discussions and questions transpired in the session.
- 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?

Activity #1: Climate Reality Project

For the first three weeks of September (while working through the themes associated with Component II), we will be critically engaging with the Al Gore-led ‘Climate Reality Project’ which will be broadcast live online from **6pm Mountain Time September 14 – 6pm September 15**, www.climaterealityproject.org According to their website:

“24 Presenters. 24 Time Zones. 13 Languages. 1 Message. 24 Hours of Reality is a worldwide event to broadcast the reality of the climate crisis. It will consist of a new multimedia presentation created by Al Gore and delivered once per hour for 24 hours, in every time zone around the globe. Each hour people living with the reality of climate change will connect the dots between recent extreme weather events — including floods, droughts and storms — and the manmade pollution that is changing our climate...The Climate Reality Project is bringing the facts about the climate crisis into the mainstream and engaging the public in conversation about how to solve it. We help citizens around the world discover the truth and take meaningful steps to bring about change. Founded and chaired by Al Gore, Nobel Laureate and former Vice President of the United States, The Climate Reality Project has more than 5 million members and supporters worldwide. It is guided by one simple truth: The climate crisis is real and we know how to solve it.”

An event is tentatively planned for Boulder, Colorado (representing the Mountain Time zone) and more information on how we will be involved will be discussed in class.

The approximately **1000-word write-up** for this activity will be due on **September 20**. When turning in the activity #1 write-up, **note your word count at the top of the page**. I will provide more details on the expectations for this, but the write-up must include:

- A brief description of what transpired during this ‘Climate Reality Project’ in Boulder, and in different cultures, contexts, and places around the world (another particular zone/place might be focused on besides Boulder in this write-up)
- Substantive treatment of what discussions and questions emanated from this ‘Climate Reality’ event. How was ‘reality’ characterized? Were there particular points of contention, or confusion regarding what to do about anthropogenic climate change? Were they resolved in the project? Why or why not?
- Reflections on how this event fits in the context of past, present and future challenges in the cultural politics and climate change.

Activity #2: Twitter Project

For the month of October, we will experience first-hand the opportunities and limitations of climate communications through new and social media by way of Twitter. We will open a collective account for the month, and each course participant will be expected to ‘tweet’ once a week during the four weeks of the project before the write-up is **due Thursday, November 3**.

During October (and while working through the themes in Component III), we will pursue considerations such as:

- does increased visibility of climate change in new/social media translate to improved communication, or just more noise?
- Do these spaces provide opportunities for new forms of deliberative community regarding questions of climate mitigation and adaptation?
- Or has the content of this increased coverage shifted to polemics and arguments over measured traditional media analysis?

- How do these forms of new/social media raise awareness and inspire engagement in the public sphere? Which demographics are more involved than others? Which may be alienated or privileged through these forms of climate communication?
- In this more open space of content production, do new/social media provide more space for contrarian views to circulate?
- Through its interactivity, does increased consumption of news through new/social media further fragment a public discourse on climate mitigation and adaptation, through information silos where members of the public can stick to sources that help support their already held views?

The approximately **1000-word write-up** for this activity will be expected to address these questions, and others that may arise during discussions over this time period. When turning in the activity #2 write-up, **note your word count at the top of the page.**

ALERT: all tweets must relate to course content. Irrelevant or inappropriate tweets will not be tolerated, and will result in no credit for the assignment.

Team Project

This team project is designed to build skills in collaboration and critique. 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 about 4, depending on the final number of participants in the course) will need to select a topic from one of these **four** themes from the course: 1) institutions, actors, collective psychology, 2) media, 3) public engagement, 4) businesses, NGOs, and celebrities. On **Thursday, September 8** I will ask each of you to select one of the four themes, as a point of departure, thereby joining a team for the project presentations.

Based on these themes, teams will develop a presentation that works through a specific case-study to illustrate interacting factors. In so doing, the team will identify 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 climate action. Planning, coordination and organization are indispensable for success! Team project proposals will be **due Thursday, September 29** (worth 10 points) so begin this early. The proposals must be a clear 400-500 word description of the specific topic the group plans to pursue, and associated issues you will address in the presentation. **note your word count at the top of the page.**

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). There are a number of acceptable ways to cite references. **For our**

purposes in this class, use the Harvard Citation Style (a.k.a. Harvard referencing). This is the most common referencing scheme in articles that you will be reading in the course, so you can find many examples of this citation scheme in the reading materials listed below. Also, feel free to search the web for further examples. As a warning, I will be increasingly strict about this as the term progresses, so that we can all be citation whizzes by December! **IMPORTANT: In-text citations are markers for the more complete reference at the end of the text. They're not the same.** Please see me in office hours and/or ask questions in class if this is unclear.

This assignment aims to deepen your understanding and critical analysis on a specific issue related to culture, politics and climate change that you've found interesting. All work here must be original (not previous/concurrent papers from another class). Also, **note your word count at the top of the paper.**

ALERT: papers must relate to course content (in terms of the topic chosen, as well as some of the references you use), **and not merely to climate change** (or something else) **more broadly.** 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.

Please feel free to discuss possible topics with me before you submit your individual research paper proposal (worth 10 points) on **Tuesday, October 18**. The proposals must consist of a 300-400 word abstract, a tentative outline, and an annotated bibliography of relevant readings. Final exam/individual papers are due (hard copies!) at the scheduled time of the final exam, **Wednesday, December 14, 4:30PM – 7PM.**

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: (I may add/remove readings as discussions unfold)

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

Tuesday, August 23

- *general discussion of logistics, expectations, plans for the course*

Thursday, August 25

- *select co-facilitation week*

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity* Cambridge University Press: Cambridge, UK, Preface and Chapter 1 ‘The social meanings of climate’, xxv-34.

Boykoff, M. (2011) *Who Speaks for the Climate? Making Sense of Media Coverage of Climate Change*, Cambridge University Press: Cambridge, UK, Chapter 1 ‘The world stage: cultural politics and climate change’, 1-29.

Cox, R. (2010) *Environmental Communication and the Public Sphere* Sage Publications: Thousand Oaks, CA, Introduction ‘Speaking for and about the environment’, 1-10.

Kolbert, E. (2011) ‘Enter the Anthropocene: age of man’ *National Geographic*, March, 70-77.

Tuesday, August 30

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity* Cambridge University Press: Cambridge, UK, Chapter 2 'The discovery of climate science', 35-71.

Cox, R. (2010) *Environmental Communication and the Public Sphere* Sage Publications: Thousand Oaks, CA, Chapter 1 'Studying environmental communication', 13-44.

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

Pooley, E. (2010) *The Climate War*, Harper Collins: New York, Epilogue, 421-441.

Thursday, September 1

- *activity #1 'The Climate Reality Project' introduced*
- *co-facilitation #1*

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity*, Cambridge University Press: Cambridge, UK, Chapter 3 'The performance of science', 72-108

Cox, R. (2010) *Environmental Communication and the Public Sphere* Sage Publications: Thousand Oaks, CA, Chapter 2 'Social/symbolic constructions of 'environment', 45-80

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

Risbey, J.S. (2008) 'The new climate discourse: alarmist or alarming?' *Global Environmental Change*, 18(1), 26-37.

Tuesday, September 6

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity*, Cambridge University Press: Cambridge, UK, Chapter 5, 'The things we believe', 142-177.

Okereke, C. (2009) 'The politics of interstate climate negotiations', in *The Politics of Climate Change* (M. Boykoff, ed.) Routledge/Europa: London, UK, 42-61.

Swim, J., S. Clayton, T. Doherty, R. Gifford, G. Howard, J. Reser, P. Stern, and E. Weber (2011) 'Psychology's contributions to understanding and addressing global climate change', *American Psychologist*, 66(4), 241-250.

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

Thursday, September 8

- *team project theme selections*
- *co-facilitation #2*

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

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

Hamilton, L. (2011) 'Education, politics and opinions about climate change: evidence for interaction effects' *Climatic Change* 104, 231-242.

Shepardson, D., Niyogi, D., Choi, S. and U. Charusombat (2011) 'Students' conceptions about the greenhouse effect, global warming, and climate change' *Climatic Change* 104, 481-507.

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

Tuesday, September 13

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

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

Boykoff, M. (2011) *Who Speaks for the Climate? Making Sense of Media Coverage of Climate Change*, Cambridge University Press: Cambridge, UK, Chapter 2 'Roots and culture: exploring media coverage of climate change through history', 30-52.

Cox, R. (2010) *Environmental Communication and the Public Sphere* Sage Publications: Thousand Oaks, CA, Chapter 5 'Media and the environment online', 151-188.

Thursday, September 15

- *activity #1 'The Climate Reality Project' monitoring*
- *co-facilitation #3*

Boykoff, M. (2011) *Who Speaks for the Climate? Making Sense of Media Coverage of Climate Change*, Cambridge University Press: Cambridge, UK, Chapter 3 'Fight semantic drift: confronting issue conflation', Chapter 4 'Placing climate complexity in context', and Chapter 5 'Climate stories: how journalistic norms shape media content', 53-120.

Cox, R. (2010) *Environmental Communication and the Public Sphere* Sage Publications: Thousand Oaks, CA, Chapter 6 'Risk communication: environmental dangers and the public', 189-221.

Tuesday, September 20

- *activity #1 'The Climate Reality Project' write-up due*

Boykoff, M. (2011) *Who Speaks for the Climate? Making Sense of Media Coverage of Climate Change*, Cambridge University Press: Cambridge, UK, Chapter 6 'Signals and noise: covering human contributions to climate change', 121-144.

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

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.

Gore, A. (2011) 'Climate of denial: can science and the truth withstand the merchants of poison?' *Rolling Stone*, June 22 <http://www.rollingstone.com/politics/news/climate-of-denial-20110622> .

Thursday, September 22

- *co-facilitation #4*

Billett, S. (2010) 'Dividing climate change: global warming in the Indian mass media' *Climatic Change* DOI 10.1007/s10584-009-9605-3, forthcoming in January.

Harbison, R. (2006) 'Whatever the weather: media attitudes to reporting climate change' *Panos Institute Report* London.

Shanahan, M. (2009) 'Time to adapt? Media coverage of climate change in nonindustrialised countries' in *Climate Change and the Media* (Boyce, T. and J. Lewis eds.) Peter Lang Publishing: London, 145-157.

Painter, J. (2010) *Summoned by Science: Reporting Climate Change at Copenhagen and Beyond* RISJ Challenges Publications.

Tuesday, September 27

Ladle, R.J., P. Jepson, and R.J. Whittaker (2005) 'Scientists and the media: the struggle for legitimacy in climate change and conservation science', *Interdisciplinary Science Reviews*, 30(3), 231-240.

Gavin, N. (2009) 'The web and climate change politics: lessons from Britain?' in *Climate Change and the Media* (Boyce, T. and J. Lewis eds.) Peter Lang Publishing: London, 129-144.

Sampei, Y. and M. Aoyagi-Usui (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.

O'Neill, S.J. and M. Boykoff (2011) 'The role of new media in engaging the public with climate change' (Whitmarsh, L., O'Neill, S.J. and Lorenzoni, I. (eds.)) *Engaging the Public with Climate Change: Communication & Behaviour Change*, Earthscan, London.

Thursday, September 29

- *team project presentation proposal due*
- *guest speaker: Professor Deserai Crow, School of Journalism, University of Colorado-Boulder* <http://journalism.colorado.edu/faculty/deserai-anderson-crow/>

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

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

Tuesday, October 4

- *activity #2 'The Twitter Project' introduced*

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

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

Moser, S.C. (2009) 'Costly politics – unaffordable denial: the politics of public understanding and engagement in climate change', in *The Politics of Climate Change* (M. Boykoff, ed.) Routledge/Europa: London, UK, 155-182.

Kahan, D.M., E. Peters, D. Braman, P. Slovic, M. Wittlin, L.L. Ouellette, and G. Mandel (2011) 'The tragedy of the risk-perception commons: culture conflict, rationality conflict and climate change' *Cultural Cognition Project* working paper no.89.

Thursday, October 6

- *co-facilitation #5*

Boykoff, M. (2011) *Who Speaks for the Climate? Making Sense of Media Coverage of Climate Change*, Cambridge University Press: Cambridge, UK, Chapter 7 'Carbonundrums: media consumption in the public sphere', 145-166.

Cox, R. (2010) *Environmental Communication and the Public Sphere* Sage Publications: Thousand Oaks, CA, Chapter 3 'Public participation in environmental decisions' 83-118.

Leiserowitz, A., E., C. Roser-Renouf, and N. Smith (2011) 'Global warming's six Americas' *Yale Project on Climate Change and George Mason University*.

Weber, E.U., and P.C. Stern (2011) 'Public understanding of climate change in the United States', *American Psychologist*, 66(4), 315-328.

Tuesday, October 11

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

Doyle, J. (2011) *Mediating Climate Change* Ashgate Publishing: London, Chapter 6 'Sustainable Consumption? Reframing meat and dairy consumption in the politics of climate change', 123-144.

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

Malka, A., J.A. Krosnick, and G. Langer (2009) 'The association of knowledge with concern about global warming: trusted information sources shape public thinking' *Risk Analysis*, 29(5), 633-647.

Thursday, October 13

- *co-facilitation #6*

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

Wilkinson, K. (2010) 'Climate's salvation? Why and how American Evangelicals are engaging with climate change' *Environment*, 52(2), 47-57.

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

Homans, C. (2010) 'Hot Air: Why TV Weathermen are Climate Skeptics' *Columbia Journalism Review* Jan/Feb, 24-28.

Tuesday, October 18

- *individual paper topic proposals due*

Dietz, T., G.T. Gardner, J. Gilligan, P.C. Stern, and M.P. Vandenberg (2009) 'Household actions can provide a behavioral wedge to rapidly reduce U.S. carbon emissions' *Proceedings of the National Academy of Sciences*, 106(44), 18452-18456.

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.

Whitmarsh, L., Seyfang, G. and O'Neill, S. (2011) 'Public engagement with carbon and climate change: to what extent is the public 'carbon capable'? *Global Environmental Change* 21(1), 56-65.

Thursday, October 20 – NO CLASS

Tuesday, October 25

Hansen, A. and D. Machin (2009) 'Visually branding the environment: climate change as a marketing opportunity' *Discourse Studies*, 10, 77-794.

Manzo, K. (2010) 'Imaging vulnerability: the iconography of climate change' *Area*, 42(1), 96-107.

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

Reid, G. (2009) 'The climate change docudrama: challenges in simultaneously entertaining and informing audiences', in *Climate Change and the Media* (Boyce, T. & J. Lewis eds.) Peter Lang Publishing: London, 65-79.

Thursday, October 27

- *guest speaker: Matthew Lappé, Program Officer, Alliance for Climate Education*
www.acespace.org

Ungar, S. (2000). 'Knowledge, ignorance and the popular culture: climate change versus the ozone hole.' *Public Understanding of Science*, 9, 297-312.

Tuesday, November 1

O'Neill, S.J. and M. Hulme (2009) 'An iconic approach for representing climate change' *Global Environmental Change*, 19, 402-410.

Doyle, J. (2011) *Mediating Climate Change* Ashgate Publishing: London, Chapter 2 'Visualising climate change: negotiating the temporalities of climate through imagery', 31-71.

Kellstedt, P.M., S. Zahran, and A. Vedlitz (2008) 'Personal efficacy, the information environment, and attitudes toward global warming and climate change in the United States', *Risk Analysis*, 28(1), 113-126.

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

**COMPONENT IV: BUSINESSES, NGOs & CELEBRITIES – neo-millennial
charismatic megafauna**

Thursday, November 3

- *activity #2 'The Twitter Project' write-up due*
- *co-facilitation #7*

Hulme, M. (2009) *Why we disagree about climate change: understanding controversy, inaction and opportunity* Cambridge University Press: Cambridge, Chapter 4 'The endowment of value', 109-141.

Cox, R. (2010) *Environmental Communication and the Public Sphere* Sage Publications: Thousand Oaks, CA, Chapter 10 'Green marketing and corporate advocacy', 331-364.

Newell, P. (2011) 'The elephant in the room: capitalism and global environmental change' *Global Environmental Change*, 21, 4-6.

Newell, P. and M. Paterson (2009) 'The politics of the carbon economy' in *The Politics of Climate Change* (M. Boykoff, ed.) Routledge/Europa: London, 77-95.

Tuesday, November 8

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 (2011) 'Cool dudes: the denial of climate change among conservative white males in the United States' *Global Environmental Change* in press
doi:10.1016/j.gloenvcha.2011.06.003.

Oreskes, N. and Conway, E. (2010) *Merchants of Doubt* Bloomsbury Press, NY, Chapter 6, 169-215.

McCright, A.M. (2007) 'Dealing with climate change contrarians' in *Creating a Climate for Change* (Moser, S. and L. Dilling eds), 200-212.

Thursday, November 10

- co-facilitation #8

Cox, R. (2010) *Environmental Communication and the Public Sphere* Sage Publications: Thousand Oaks, CA, Chapter 9 'Science communication and environmental controversies', 299-330.

Washington, H. and Cook, J. (2011) *Climate Change Denial* Earthscan, Chapters 3& 5, 43-70 & 89-105.

McCright, A. and Dunlap, R. (2011) 'The politicization of climate change and polarization in the American public's views of global warming, 2001-2010' *The Sociological Quarterly*, 52, 155-194.

Antonio, R. and Brulle, R. (2011) 'The unbearable lightness of politics: climate change denial and political polarization' *The Sociological Quarterly*, 52, 195-202.

Tuesday, November 15

Prudham, S. (2009) "Pimping climate: Richard Branson and the performance of green capitalism" *Environment and Planning A*, 41(8), 1594-1613.

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

Pralle, S. (2006). 'I'm Changing the Climate, Ask Me How!': The Politics of the Anti-SUV Campaign.' *Political Science Quarterly* 121(3), 397-423.

Bottrill, C., M. Boykoff and D. Liverman (2009) 'First Step: UK Music Industry Greenhouse Gas Emissions for 2007', *Environmental Research Letters*, 5(1) doi:10.1088/1748-9326/5/1/014019.

Thursday, November 17
- *co-facilitation #9*

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

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

Cox, R. (2010) *Environmental Communication and the Public Sphere* Sage Publications: Thousand Oaks, CA, Chapter 7 'Environmental advocacy campaigns' and Chapter 8 'Environmental justice/climate justice: voices from the grassroots', 225-296.

Tuesday, November 22 & Thursday, November 24 – NO session meetings; FALL BREAK

Tuesday, November 29

- *guest speaker: Professor Rebecca Safran, Ecology and Evolutionary Biology Department, University of Colorado-Boulder*
<http://ebio.colorado.edu/index.php/people-faculty?view=employee&id=34>

Andrews, K. T. and N. Caren (2010) 'Making the news: movement organizations, media attention, and the public agenda' *American Sociological Review*, 75(6), 841-866.

Thursday, December 1

- *co-facilitation #10*

Boykoff, M. (2011) *Who Speaks for the Climate? Making Sense of Media Coverage of Climate Change*, Cambridge University Press: Cambridge, UK, Chapter 8 'A light in the attic? Ongoing media representations of climate change', 167-188.

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

Cox, R. (2010) *Environmental Communication and the Public Sphere* Sage Publications: Thousand Oaks, CA, Ch. Epilogue 'Imagining a different world', 365-368.

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, December 6 & Thursday, December 8

- *team presentations*

FINAL EXAM – Wednesday, December 14, 4:30PM – 7PM

- *final individual paper due*