The Human Dimensions of Climate Change:
From Encounters to Actions
EVPP 637 / ANTH 699
Fall 2020

Instructor: Dr. Susan Crate
Class Time: M 7:20-10:00
Place: TBD
Office Hours: by appointment
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INTRODUCTION

Increasingly field researchers, and most notably social scientists, are confronting the issues of global climate change with their field consultants. Although versed in the frames of adaptive capacity and resilience, there remains doubt that these coping mechanisms are sufficient and that perhaps environmental and cultural damage, far beyond the reach of restoration, is occurring. We are in an emergency state now as field researchers. We are confronted with an ethical and moral issue. And we are left with a flurry of questions, directly related to our age-old struggle as academics to reconcile our applied, public and activist roots. What is our proper response and what is our responsibility to our consultants in these revelations? How do we translate, advocate, educate, and mediate? What are the theoretical frames that inform our queries? What insights can we gain and use from the work being done where communities are the hardest hit--where global climate change is already having profound effects (for example, the Arctic, Africa)? What are the challenges faced by the current scientific models in trying to bring their research to bear in a meaningful way? How can we link knowledge to action, vulnerability to learning to cope and to be responsible? How do we link our expertise to this arena in such a way we are not part of the problem but part of the solution? How do we negotiate and communicate research findings effectively to influential policy makers? Given the increasing effect that global climate change is having on local populations across the globe and the highly charged geopolitical arena in which action must be taken, understanding the academy's role as we witness, communicate, and act in response to global climate change is paramount.

GOALS OF THIS COURSE

In this course, we will investigate academia's role(s) in global climate change issues, with a focus on the social sciences and the specific place(s) of anthropology. You will gain an in-depth knowledge of the diverse ecological, cultural and policy issues of global climate change. As an emerging scholar/practitioner yourself, you will understand the need to develop and participate in interdisciplinary, collaborative projects to address the complexity of issues that global climate change implies. You will be fluent in the current science of global climate change, including causes and necessary responses, global climate change's human rights and social justice issues, the vulnerability to global climate change of place-based/ marginalized populations at home and abroad, relevant issues associated with communication and behavior change, the place of policy, and the multiple existing and potential roles of academic action. You will also gain some practical experience in the above issues and approaches through in-class large and small group exercises exploring global climate change issues and via a semester-long research paper specific to your interests in the field of climate change.

Content Goals:

-Develop an appreciation of the ecological, cultural, communication and policy issues of global climate change;
-Describe the various ways that climate and culture interact and affect each other and provide examples based on the past and present;
-Identify the human rights and social justice issues of global climate change;
-Explain how place-based and marginalized communities around the world are affected by global climate change and how anthropologists and other social scientists can effectively work with them using collaborative, action and community-based research;
-Discuss the various roles of practitioners in working on global climate change issues and of policy interventions;
-Understand the extent to which communities in your region are affected by global climate change.

Skill Goals:

-Research, analyze, and critique supplemental literature on class themes;
-Present materials and lead a classroom discussion;
-Develop an interdisciplinary collaborative research design for global climate change issues.

CLASS STRUCTURE

We will spend class time discussing the assigned readings in mini-lecture, student-led, peer teaching and small group formats. We will also supplement readings with films and guest lectures.

COURSE REQUIREMENTS AND GRADING

Your final grade is your point total, determined by 1) class participation (20%), as defined in the following paragraphs, 2) student-led presentation/discussion (20%), 3) final paper (35%), and 4) final take-home exam (25%).

20%	**Participation**
20%	**Student-Led Discussion**
35%	**Final Research Paper**
25%	**Take Home Final**

This class is a student-based learning experience. Discussions of readings and themes, and student presentations, make up most of the sessions. You will be graded on your informed participation, and that requires careful, timely preparation and regular attendance. 'Participation' is two-fold: 1) Attendance is required. Because this is a *seminar,* you and your classmates' success depends on regular attendance, thorough preparation for and active participation in each class. Since you have registered for this class, I assume you will be able to attend every class. **You forfeit 2 points for every unexcused absence**. If you have an emergency, involving life and death circumstances beyond your control that prevent your attendance, please contact me immediately to discuss your situation and work needed to proceed in the course. 2) Preparation is required. This course requires a substantial amount of reading. Before coming to class, complete and think critically about that class's readings using "Important Concepts" as a guide. Please come to class prepared to discuss the week's readings according to the important concept questions. Sessions will include mini-lectures, general discussions, films and other audio-visuals, and student-led presentation/discussions.

ASSIGNMENTS

There are four kinds of written assignments:

1. An abstract, outline and bibliography from your student-led discussion.
2. An abstract, outline and preliminary bibliography for your term research project.
3. A 20-30 page (double-spaced, approximately 6,000-9,000 words) term research paper.
4. A cumulative final exam (take home, open book).

Student-led presentation/discussion: Giving short and effective talks is one of the most important tasks you will have in your career. You will present a concise and well-rehearsed 15-minute talk to give your take on an important tangent of a weekly class topic. IMPORTANT: You are not to lecture on the week's required readings. Rather you are to choose a specific tangent from the week's topic and present on some aspect of that, using a specific research question to focus your discussion. You are required to state how your tangent relates to the week's topic and readings in your introductory remarks. You will need to do some outside reading to find two supplemental sources on your tangent/ research question (2 peer-reviewed OR 1 peer-reviewed and 1 authoritative web). Take as innovative and provocative an approach to your week's question as you wish. Your grade is partly dependent on style. You need to learn to outline talks, prepare power point (or comparable), and rehearse to fit the 15-minute time frame. Your grade will partly depend on substance. You will also need to facilitate discussion after your 15-minute talk. Lastly, you will need to send your supplemental sources to me (Dr Crate) **at least one week prior** to your presentation so I can post them on blackboard for the class. Also, you need to send me your outline and bibliography **at least two days before** your presentation to post on blackboard. 20% of your grade.

PLEASE SEE THE CLASS BLACKBOARD SITE FOR ASSIGNMENT RUBRIC

Term Research Paper: You are to research a specific human dimension of climate change issue of your choice. You are to describe the case from an ecological, cultural and policy standpoint. You are asked to have a preliminary research topic by the third week, sent to me via Blackboard message at least two days before our September 14th class, so September 12th at the latest. You will submit an abstract, an outline and preliminary bibliography for your term research project to me via Blackboard message at least two days before our October 13th class, so October 10th at the latest. During our final class, each student will give a 15-minute oral presentation and hand in a 20-30 page (double-spaced, approximately 6,000-9,000 words) term research paper including an annotated bibliography
PLEASE SEE THE CLASS BLACKBOARD SITE FOR COMPLETE ASSIGNMENT RUBRIC

A Note about the Honor Code
All GMU students and faculty are responsible for understanding and abiding by the provisions of the Honor Code. If you are not familiar with the Honor Code, please do so at: : http://oai.gmu.edu/the-mason-honor-code-2/ Substantial paraphrasing of others' work without indicating a direct quote may constitute plagiarism, even if the source document is cited.

READING MATERIALS

Two required texts:
1) Crate, S. and Mark Nuttall, eds. 2016. *Anthropology and Climate Change: From Actions to Transformations*. New York: Routledge.

2) Crate, S. and Mark Nuttall, eds. 2009. *Anthropology and Climate Change: From Encounters to Actions*. Walnut Creek: Left Coast Press.

All other readings are available either on our class Blackboard site, on the internet, through Mason E-journal access or class E-Reserves, as indicated in the course schema and bibliography below.

COURSE SCHEDULE

Readings, other than the two required texts, are coded as follows: BB= available on class Blackboard site, under course content/ required readings **E**= available on E-Reserves, **E-journal** = article available through GMU E-Journal access, **URL** = access pdf online at the URL listed in bibliography. Please refer to the bibliography that follows for the specific sections to read. Lastly, if a source appears twice, I have numbered the readings in the biblio below.

Date	Class Number/ Topic	Assigned readings & tasks
THE PROBLEM		
8/24	**I** The Basic Science of Climate Change	IPCC (URL) **1** ACIA (URL) Schneider, et al. Ch 1 (URL)
8/31	NO CLASS- LABOR DAY	**DUE:** 1st, 2nd, 3rd choices of student led (due via blackboard email at least by 8/28)
9/7	**II** The Human Dimensions	IPCC (URL) **2: *4th and 5th*** Salick & Byg (BB) Moser & Dilling (E-journal)
CLIMATE AND CULTURE		
9/14	**III** Ways of Knowing **STUDENT LED** *FILM: Sila Alangotok: Inuit Observations of Climate Change*	Cruikshank 3-20; 243-259 (BB) Krupnik, etal. xxi-xxvii; 1-11 (URL) Crate/Nuttall '09 Intro 9-36 Ch 3 87-115 Crate/Nuttall '16 Ch 1 35-57 Ch 14 241-249 **DUE**: preliminary research topic (due via blackboard email at least two days before class or by 9/12)

9/21	**IV** Climate and Culture: The Past **STUDENT LED**	Crate/Nuttall '16 Intro 11-34 Crate/Nuttall '09 Ch 1 39-69 Rosen 1-16; 172-180 (E) Rayner (E)
9/28	**V** Climate and Culture: The Present **STUDENT LED**	Crate/Nuttall '09 Ch 2 70-86 Ch 4 116-136 Crate/Nuttall '16 Ch 2 58-85
10/5	**VI** Human Rights and Social Justice **STUDENT LED**	Schneider & Lane (E) Wisner, et al. (URL) Fiske, et al. 69-72 (URL) ICC (URL) EJnet: readings 1 & 2 (URL) Crate/Nuttall '09 Ch 9 186-196
IMPACTS FOR PLACE-BASED/MARGINALIZED CULTURES		
10/13* tuesday	**VII** Encounters: High Latitude **STUDENT LED**	Crate/Nuttall '09 Ch 5 139-152; Ch 6 153-165; Ch 11 209-217. Crate/Nuttall '16 Ch 6 139-161; Ch 10 200-209 Ch 22 354-372. **DUE:** abstract, outline, preliminary bibliography for term projects (due via blackboard email at least two days before class or by 10/10)
10/19	**VIII** Encounters: High Altitude **STUDENT LED**	Crate/Nuttall '09 Ch 7 166-174; Ch 13 228-239; Crate/Nuttall '16 Ch 7 162-171 Ch 15 250-260 Huggel, Haeberli & Kaab (URL)
10/26	**IX** Encounters: Low Latitude/ Low Altitude **STUDENT LED** *FILM: The Anthropologist*	Crate/Nuttall '09 Ch 10 197-208; Ch 12 218-227; Ch 14 240-249. Crate/Nuttall '16 Ch 8 172-185; Ch 11 210-219; Ch 12 220-227; Ch 16 261-270.
ACADEMIC ACTIONS: IN THE FIELD AND THE WORLD		
11/2	**X** Field Research Approaches	Roncoli (URL) Crate/Nuttall '09 Ch 20 327-340. Crate/Nuttall '16 Ch 13 228-240; Ch 21 336-352; Ch 23 373-387. Malone & Rayner (URL) Lassiter (E-journal access)
11/9	**DR CRATE OUT OF TOWN**	
11/16	**XI** Practitioner Approaches **STUDENT LED**	Crate/Nuttall '09 Ch 16 265-276; Ch 22 356-369. Crate/Nuttall '16 Ch 18 281-300; Ch 19 301-318; Ch 25 399-412. Crate (BB)

POLICY INTERVENTIONS: THE MOVING TARGET OF CLIMATE CHANGE		
11/23	**XII** Effective roles for the academy in regional, national and international global climate change initiatives and policy **STUDENT LED**	Crate/Nuttall '09 Ch 17 277-291; Ch 19 311-326; Epilogue 394-400. Crate/Nuttall '16 Ch 3 86-104; Ch 5 121-137; Epilogue 424-434. Schneider Chs 2, 20 (URL)
11/30	FINAL RESEARCH PRESENTATIONS	

Required Reading Bibliography

ACIA (Arctic Climate Impact Assessment). 2005. Cambridge: University of Cambridge Press. Summary and Synthesis of the ACIA *(pp. 989-1020)* [opens in Mozilla Firefox] http://www.acia.uaf.edu/PDFs/ACIA_Science_Chapters_Final/ACIA_Ch18_Final.pdf

Crate, Susan. 2017. "Storying Climate Change." Anthropology News website, April 21, 2017. **[posted on blackboard]**

Crate, Susan A. and Mark Nuttall, eds. 2016 *Anthropology and Climate Change: From Actions to Transformations.* New York: Routledge.

Crate, Susan A. and Mark Nuttall, eds. 2009 *Anthropology and Climate Change: From Encounters to Actions.* Walnut Creek: Left Coast Press.

Cruikshank, Julie. 2005. Do Glaciers Listen? Local Knowledge, Colonial Encounters and Social Imagination Vancouver: UBC Press, pp 3-20; 243-259. **[posted on blackboard]**

EJnet.org (web resources for Environmental Justice Activists):
1 Principles of Climate Justice: http://www.ejnet.org/ej/ejlf.pdf
2 10 Principles for Just Climate Change Policies in the U.S.: http://www.ejnet.org/ej/climatejustice.pdf

Fiske, S.J., Crate, S.A., Crumley, C.L., Galvin, K., Lazrus, H., Lucero, L. Oliver-Smith, A., Orlove, B., Strauss, S., Wilk, R. Changing the Atmosphere. Anthropology and Climate Change. Final report of the AAA Global Climate Change Task Force. Arlington, VA: American Anthropological Association. http://s3.amazonaws.com/rdcms-aaa/files/production/public/FileDownloads/pdfs/cmtes/commissions/upload/GCCTF-Changing-the-Atmosphere.pdf

Huggel, Haeberli, Kääb. 2008. Glacial hazards: perceiving and responding to threats in four world regions. In: Orlove, B [et al.]. Darkening Peaks: Glacier Retreat, Science, and Society. Berkeley, US, 68-80. http://www.zora.uzh.ch/id/eprint/5449/3/Huggel_Haeberli_Glacial_Hazards_2008V.pdf

ICC (Inuit Circumpolar Council). 2007. Executive Council Resolution 2003-01 http://www.inuit.org/index.php?id=159

IPCC, Intergovernmental Panel on Climate Change, 5th Assessment:
1 Working Group 1 Report, "The Physical Science Basis," Summary for Policymakers http://www.ipcc.ch/pdf/assessment-report/ar5/wg1/WG1AR5_SPM_FINAL.pdf

2 Working Group 2 Report, "Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation ," Summary for Policymakers
https://www.ipcc.ch/pdf/special-reports/srex/SREX_Full_Report.pdf

IPCC, Intergovernmental Panel on Climate Change, 4th Assessment:
2 Working Group 2 Report (2007), "Impacts, Adaptation and Vulnerability," Summary for Policymakers
http://www.ipcc.ch/pdf/assessment-report/ar4/wg2/ar4-wg2-spm.pdf

Krupnik, Igor and Dyanna Jolly, eds. 2002. *The Earth is Faster Now: Indigenous Observations of Arctic Environmental Change*. Fairbanks: ARCUS. Preface: xxi-xxvii; Intro: 1-11.
http://www.arcus.org/publications/eifn (click on pdf 'Cover & Table of Contents')

Lassiter, Luke Eric. 2005. Collaborative ethnography and public anthropology. *Current Anthropology,* 46(1):83-107.
E Journal accessible through GMU E journal search

Malone, Elizabeth and Steve Rayner. 2001. Role of the research standpoint in integrating global-scale and local-scale research. *Climate Research* 19: 173-178. [opens in Mozilla Firefox]
http://www.int-res.com/articles/cr2002/19/c019p173.pdf

Moser, Suzanne C. and Dilling, Lisa. "Making Climate Hot: Communicating the Urgency and Challenge of Global Climate Change. *Environment* 46(10): 32-46 (Dec 2004).
E Journal accessible through GMU E journal search

Rayner, Steve. 2003. Domesticating Nature: Commentary on the Anthropological Study of Weather and Climate Discourse *in* Strauss, Sarah and Ben Orlove, eds. *Weather, Climate, Culture*. Oxford: Berg: 277-290.

Roncoli C. 2006. "Ethnographic and Participatory Approaches to Research on Farmers' Responses to Climate Predictions." Climate Research, 33, pp. 81-99. [opens in Mozilla Firefox]
http://www.int-res.com/articles/cr_oa/c033p081.pdf

Rosen, Arlene Miller. 2007. *Civilizing Climate*. Lanham: Alta Mira Press. Pp 1-16; 172-180.

Salick, Jan and Anya Byg, eds. 2007. Indigenous Peoples and Climate Change. Tyndall Centre for Climate Change Research, Oxford **[posted on blackboard]**

Schneider, Stephen, et al. Climate Change Policy: A Survey. Island Press. Chs 1,2, 20 to access each chapter, go to the URL listed below then scroll to the bottom where you will find a pdf of each chapter
http://stephenschneider.stanford.edu/Publications/Publications.html

Schneider, Stephen and Janica Lane. 2006. Dangers and Thresholds in Climate Change and the Implications for Justice *in* Adger, W. Neil, Jouni Paavola, Saleemul Huq and M. J. Mace, eds. *Fairness in Adaptation to Climate Change*. Cambridge: MIT Press: 23-51.

Wisner, Ben, et al., 2007. Climate Change and Human Security. **[posted on blackboard]**