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Anthropogenic climate change has emerged as one of the most important issues of the twenty-first century and understanding the social dimensions of climate change – sources, impacts and potential amelioration – is an inherently sociological concern. Understanding and preparing for the many consequences of a shifting climate requires attention to the social contexts, social institutions and social processes within which climate change (aka. climate disruption) occurs. Contemporary social research into the *human drivers* (i.e. underlying causes) of climate change, the many potential social *impacts* of climate change, *mitigation* (front-end) and *adaptation* (back-end) strategies, matters of *public perception and opinion*, and the contentious intersection of *science and public policy*. The discipline of sociology has a vital role to play in informing future climate change policy and social action since we are in the unique position to describe, explain and evaluate the social dimensions of a rapidly changing climate.

The topic of climate change, while dominated by is *emergent, open-ended, vital, and inviting* to young social analysts. Through a series of lecture, readings, films, and discussions, I hope to inspire in you a new-found interest (personal, political, and scientific) in what is perhaps, the greatest social challenge facing all societies today. The objective of this course is to provide students with a clear summary of present knowledge about climate change, its causes, projected future trends and impacts and human responses.

Toward this end, our semester goals are:

- To effectively integrate the science of climate change and sociological research
- To highlight the many, complex intersections between natural systems and social systems
- To become acquainted with the new sociological research / literature on climate change
- To encourage in young sociologists a research focus / agenda within climate change studies
- To learn how to ask “good research questions”
- To educate a future constituency who is fluent in climate change actions and policies

Guiding our sociological investigation into the topic of climate change are three excellent books, each distinctive in format and purpose. Together, these texts will provide you with a broad and expert understanding of the social dimensions of climate change, and the contributions of and challenges for sociology.

Required Texts: There are three (3) required books for this course. They are available at the UMC Bookstore.

The Science and Politics of Global Climate Change: A Guide to the Debate by Andrew Dessler and Edward Parson
Climate Change and Society: Sociological Perspectives eds. R. Dunlap and R. Brulle
Climate and Human Migration: Past Experience, Future Challenges by Robert McLeman

Grading: I expect lively and thoughtful participation by all members of this class. I expect you to read the appropriate material for each class meeting and come ready to engage the topic at hand. I favor frequent and informed participation. I strongly encourage you to make every effort to become a “regular member” of this class. Your grade for this course will be based on the following criteria:

- Five (5) exams (50% total / 10% each): Each of these 75-minute, mixed-format exams will consist of multiple-choice; true-false; short answer essay, and application questions. Each of these exams will cover both lecture and text material. **Exam Dates: 1/28; 2/20; 3/19; 4/14; and 5/6 (4:30pm).**
- Two (2) climate-change documentary film reviews (10% of final grade / 5% each): Films / review criteria to be discussed in class. Both of these film reviews are due between 1/30 and 3/19.
- Four (4) “sociology of climate change” reports: (40% / 10% each): 1. climate change impact report; 2. climate migration report; 3. climate mitigation report; 4. climate research proposal. Each of these two-page, typed, double-spaced projects will require you to select and gather information on a variety of specific climate issues unfolding in our world today.

Classroom and University Policies

Technology in the classroom: Please, no phone use in the classroom during lectures or recitation. I ask that any computer use in the classroom be for note-taking purposes only. Our time together is brief and I ask for your full attention during class time. Special exceptions made for those with appropriate documentation from disability services.

Accommodation for Disabilities: If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website and discuss your needs with your professor.

Religious Holidays: 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. In this class, please speak with me to arrange alternative date and time. See the campus policy regarding religious observances for full details.

Classroom Behavior: 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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. 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. For more information, see the policies on classroom behavior and the Student Code of Conduct.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation: The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

Honor Code: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as a failing grade on that assignment. Additional information regarding the academic integrity policy can be found at the Honor Code Office website.

Sociology 4030 - 001**Schedule of Readings, Exams & Project due-dates****Spring 2020**

Course Texts: Climate Change and Society (CC&S); Climate and Human Migration (CHM); The Science and Politics of Global Climate Change (SPGCC)

Jan. 14 Course - Topic introduction

Jan. 16 Climate Change and Society ch. 1

Jan. 21 Climate and Human Migration CHM ch. 1

Jan. 23 The Science and Politics of Global Climate Change ch. 1

Jan. 28 EXAM 1

Jan. 30 The Science and Politics of Global Climate Change ch. 3 p.65-94

Feb. 4 Climate Change and Society ch. 2

Feb. 6 Climate Change and Society ch. 3

Feb. 11 Climate Change and Society ch. 4

Feb. 13 The Science and Politics of Global Climate Change ch. 3 p.94-112

Feb. 18 Climate Change and Society ch. 5

Feb. 20 EXAM 2

Feb. 25 Climate and Human Migration chs. 1, 2 & 3

Feb. 27 Climate and Human Migration ch. 4

Mar. 3 Climate and Human Migration ch. 5

Mar. 5 Climate and Human Migration ch. 6

Mar. 10 open

Mar. 12 Climate and Human Migration ch. 7

Mar. 17 Climate and Human Migration ch. 8

Mar. 19 EXAM 3 (last day to turn in two (2) documentary film reviews)

Mar. 24 & 26 Spring Break, No Classes

Mar. 31 The Science and Politics of Global Climate Change ch. 4

Apr. 2 Climate Change and Society ch. 6

Apr. 7 Climate Change and Society ch. 7

Apr. 9 Mitigation techniques (in-class "handout" from Drawdown)

Apr. 14 EXAM 4

Apr. 16 & Apr. 21 The Science and Politics of Global Climate Change ch. 2

Apr. 23 Climate Change and Society ch. 8

Apr. 28 Climate Change and Society ch. 9 & ch. 10

Apr. 30 Climate Change and Society ch. 13

May 6 @ 4:30pm- Final Exam (5)

