

# SUSTAINABILITY, DEMOCRACY, AND COMMUNITY ENGAGEMENT

## IAFS 3000, SPRING 2020

INTERNATIONAL AFFAIRS PROGRAM  
UNIVERSITY OF COLORADO – BOULDER

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**Cell:** (303) 513-5748 – call or text.

- ✧ CU UndocuAlly: I support undocumented students, staff, community members, and their families
- ✧ CU-Boulder is on the homelands of the Cheyenne, Arapaho, Ute, and other Indigenous Peoples and Nations

**Class:** Tuesdays 3:30 – 6:00pm, Stadium 135

**Office:** Kittredge Central N216

**Office Hours:** Monday and Wednesday 11am – noon and 2 – 2:45pm; and by appointment (recommended)

**IAFS Office:** University Club A5, (303) 492-7295



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*The antidote to apathy is knowledge. The antidote to overwhelm is focus. The antidote to despair is action.*

## COURSE DESCRIPTION

This course introduces students to the histories, concepts, and crises of sustainability in different cultural contexts around the world. Students will learn how a range of government, business, and civil society actors devise innovative ways to address social, economic, and environmental challenges. These "social innovations" are designed to improve human and ecosystem viability in ways that are effective, efficient, sustainable, and just—the value of which accrue primarily to society and the Earth rather than private individuals. The application of these democratic approaches is driving the emergence of new and creative solution paradigms: policies, programs, products, businesses, and/or services that address persistent problems in our world and help us understand what sustainability means and looks like.

Students will: **1)** develop analytical skills to assess the root causes and impacts of different contemporary problems, **2)** explore a range of current and historical topics through an interdisciplinary lens, **3)** participate in a community engagement project in order to apply your new knowledge to the resolution of real-life issues, and **4)** work individually and in teams to research, analyze, write, present, and discuss the innovative ways people are addressing challenges to sustainability and democracy.

You are encouraged to develop your own informed positions at all times, and to bring to the discussion your particular disciplinary perspectives and personal experiences. I expect you all to push yourselves intellectually: *to engage personally with the readings, challenge your assumptions and prejudices, find your voice to speak and write in a compelling way, and above all to cultivate an open mind and a spirit of respect for others in everything you do.*

## COURSE THEMES

### Course Objectives (overall purpose):

- Analyze the multi-faceted concepts of sustainability and democracy from different disciplinary angles and longitudinal (historical) perspectives
- Reflect upon critical global and local social, economic, and environmental problems
- Review the concepts of social entrepreneurship and social innovation, and how people can use creativity and strategic thinking to produce social and environmental benefits
- Examine personal values and your potential for engagement and generating viable solutions
- Develop the skills needed for teamwork, problem solving, persuasive communication and innovation in order to address local and global challenges
- Discuss the values, ideas and strategies of diverse actors in state, market & civil society spheres

### Learning Objectives (measurable and observable goals):

- Evaluate civic-oriented student groups (or other local organizations) and choose one to join
- Identify, research and analyze sustainability challenges at local, national, and global scales
- Identify and analyze democratic approaches and solutions to these sustainability challenges
- Apply theoretical concepts to real world issues, explain the value of anthropological concepts
- Complete a series of short written assignments and one advanced level research paper
- Conduct at least two interviews with subject matter experts
- Deliver two group presentations on relevant topics in front of your peers

### Core Competencies (academic skills):

- **Intellectual:** concept mastery, criticism, analysis, synthesis, problem-solving, evaluation
- **Communication:** speaking, listening, reading, writing, presenting, giving and receiving feedback
- **Organizational:** self-assessment, working independently, responsibility, time-management
- **Experiential:** initiative, visioning, observing, participating, interviewing, assessing
- **Interpersonal:** teamwork, leadership, networking, time management, self-reflection

## ASSIGNMENTS

### 1) Attendance, Class Participation, and Instructor Meeting (15 points):

You are expected to attend every class, complete all readings, take comprehensive notes, and actively discuss the material. The class will be run as a seminar and will include discussions, lectures, guest speakers, and films. **Only one unexcused absence will be tolerated.** You are required to meet with the instructor at least once during the semester—please make an appointment even for office hours.

**Notes and Quotes:** *Your participation grade will reflect how well you write notes on each reading—key concepts, significant passages, areas of confusion—and how well you are able to discuss the readings in class. You should consult the Guiding Questions posted on Canvas before doing each reading.*

Our investigation of complex topics is grounded in the real world, so we will focus on **current events**. When reading websites, journals, and newspapers on issues related to any topic in the course and your investigation of solutions, **you can post to our Facebook group** (“Sustainability class @CU,” <https://www.facebook.com/groups/519312898224036/>). You should also read and comment on other posts, especially if you are not comfortable talking in class and need to boost your participation grade.

→ W.A.I.T. (Why Am I Talking?)—**Do you need to step back or step up?** If you tend to talk a lot, then watch your airtime and “step back” so others may participate. Become comfortable with silence; some need time to process and reflect. If you usually keep quiet, try to “step up” and engage! We want everyone’s voice to be heard in this class.

### **Rubric for Class Participation**

- **Excellent** (14-15): Contributions reflect exceptional preparation. Ideas are substantive and reflect a deep engagement with course materials. Challenges are well substantiated and persuasively presented. If this person were not in class, the quality of discussion would be diminished markedly.
- **Very Good** (12-13): Contributions reflect thorough preparation. Ideas offered are usually substantive and provide good insights. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
- **Adequate** (11-12): Contributions reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive.
- **Inadequate** (10 or lower): Contributions reflect inadequate preparation and lack of engagement with course materials. Integrative comments and effective challenges are absent. If this person were not a member of the class, the quality of discussion would not be changed.

### ***2) Critical Thinking Quizzes (25 points total):***

You will submit **five online quizzes** (you can skip extra weeks or drop your lowest grades). They will be posted on Canvas on Fridays, due by the following Friday at midnight. These are open-book essays so you can talk with each other about the material, but **you must do your own writing**. Write thoughtful in-depth responses (at least 500 words for each of 3 questions) that demonstrate your deep engagement with course readings, films, and guest speakers (NOT a summary of class notes). **Reference the readings, explain and integrate concepts, and include pertinent direct quotes.** Write your answers in Word and then copy them into Canvas! Your responses will become part of your intellectual capital.

### **Rubric for Critical Thinking Quizzes**

- **Excellent** (5): Responses reflect exceptional preparation and deep engagement with course material. Concepts are clearly explained and integrated together, with precise examples and direct quotes.
- **Very Good** (4): Responses reflect thorough preparation and good engagement with course material. Concepts are explained and sometimes integrated, with satisfactory examples and direct quotes.
- **Adequate** (3): Responses reflect basic preparation. Some concepts explained but others not; some readings addressed but others not. Undeveloped or incomplete examples and quotes included.
- **Very Basic** (2): Responses reflect limited preparation and minimal engagement with course material.
- **Inadequate** (1): Obviously not doing the readings, or paying attention in class, or engaging at all.

### ***3) Community Engagement Project (CEP) (20 points):***

In order to gain an experiential and applied understanding of the complex ideas we cover in this class, **each student will select a campus student group—or local civic organization, business, or political cause—to volunteer with for the duration of the semester.** Expected time commitment is 25-30 hours (2-3 hrs/week). These experiences will allow you to witness how groups of people struggle to define their values and priorities, analyze current problems, and implement durable solutions. It will also help you get involved in your community and assess career paths! You must secure approval from the instructor, and submit a final report from your director. Detailed instructions will be reviewed in class.

#### **4) Key Concept Report (10 points):**

In a group of three you will prepare one **30-minute Googledoc presentation** for the class to explore the week's key concepts in an engaging way with lots of **images, maps, graphs, and video clips**. Detailed instructions will be posted on Canvas, but you are required to include the following components, with each member of the group participating equally and reflecting advanced scholarship:

- Reference **ALL course readings from the week** (*with direct quotes and citations*).
- Highlight **key concepts** and how to analyze them using the sequence of the **Solutionary Chart**.
- Discuss any relevant **current or historical events** so your presentation contextualizes our study.
- Consult your *Yes! Magazine* subscription for examples of **innovative solutions** to problems.
- Each person in your group must also present a slide explaining your **Community Engagement Project**, including *photos that reflect meanings and practices of sustainability and democracy*.
- End your presentation with an **interactive activity or game** to help facilitate class reflection.

#### **5) Final Presentation (10 points):**

During the last day of class and our Final Exam period on **Monday, May 4<sup>th</sup> at 1:30-4pm**, you will give a **7-minute lightning pitch** (using a format like PechaKucha or iMovie) as a summary of your Solutionary Paper to gain feedback from your peers and the instructor. You must relate your project to course concepts, readings, and your own academic research to explain your personal understanding of the meanings and practices of sustainability and democracy, and what solutions you recommend for your issue. Include lots of **charts, maps, and images**, plus **photographs** of your engagement activities.

#### **6) Solutionary Paper (20 points):**

In order to process key concepts and course themes and to relate them to our Solutionary Chart AND your Community Engagement Project, you will write an 15-20 page paper **due by midnight Wednesday, May 6<sup>th</sup> in a Canvas folder**. You are required to *email your paper to someone who would benefit from reading your analysis*. You must include **two personal interviews** with professionals related to your CEP as primary sources. You may choose a different format, such as a grant proposal, a policy brief, a business model, a conference paper, or a short film. Detailed instructions will be in a handout.

#### **Grading (100 points total, with normal grade distribution—I do NOT use the Canvas grading scheme):**

15 pts – Attendance, Participation, and Instructor Meeting  
25 pts – Critical Thinking Quizzes (five total)  
20 pts – Community Engagement Project  
10 pts – Key Concept Report  
10 pts – Final Presentation  
20 pts – Solutionary Paper

#### **Extra Credit Options (up to 10 pts possible):**

*For any event that you attend outside of class – via IAFS, on campus, or in town (a film, performance, lecture, etc.) – you can turn in (within a week of the event) a one-page single-spaced response paper on how it relates to our course readings and concepts for up to two points each. Five submissions allowed.*

#### **Course Materials:**

All readings are posted as PDFs on Canvas, and additional internet articles can be accessed via the links in the schedule. Films will be shown in class and might be on Canvas under Modules (and are suggested for extra credit), and class videos will be posted on Canvas under Announcements. *[see next page]*

There is one book to purchase for this class, available at the CU Bookstore in the UMC:

- ✧ **Nicholson, Simon and Paul Wapner, editors. 2015. *Global Environmental Politics: From Person to Planet*. Boulder, CO: Paradigm Publishers.**

There is one FREE magazine subscription to claim for this class, available at this link:

- ✧ <https://store.yesmagazine.org/college-students-claim-your-free-subscription-to-yes-magazine/>

**Internet Resources:** *Please share other websites and resources you find useful.*

**Social Entrepreneurship and Design-Related Organizations:**

Acumen: <http://acumen.org/>

Ashoka: <https://www.ashoka.org/>

IDEO: <https://www.ideo.com/>

Unreasonable Institute: <http://unreasonableinstitute.org/>

Watson University: <http://www.watsonuniversity.org/about>

**NGOs:** Cultural Survival: [www.culturalsurvival.org](http://www.culturalsurvival.org) (see publications link for journal)

Future Earth, Research for Global Sustainability: [www.futureearth.org](http://www.futureearth.org)

Institute for Policy Studies: [www.ips-dc.org](http://www.ips-dc.org)

Transnational Institute: [www.tni.org](http://www.tni.org)

The Democracy Center (climate change, citizen action): [www.democracyctr.org](http://www.democracyctr.org)

Anthropocene Magazine: <http://network.futureearth.org/resources/new-item3>

SAPIENS: <https://www.sapiens.org/>

The Center for Economic and Policy Research: [www.cepr.net](http://www.cepr.net)

Institute for Humane Education: [humaneeducation.org](http://humaneeducation.org)

Foreign Affairs (from Council on Foreign Relations): [www.foreignaffairs.org](http://www.foreignaffairs.org)

Foreign Policy in Focus: [www.fpif.org/indices/region/latin.html](http://www.fpif.org/indices/region/latin.html)

**Gov't:** U.S. State Department: [www.state.gov](http://www.state.gov)—see country profiles and programs

USAID (U.S. Agency for International Development): [www.usaid.gov](http://www.usaid.gov)

Congressional Research Service (CRS): [www.opencrs.com](http://www.opencrs.com)

United Nations: [www.un.org](http://www.un.org)

SDGs: [www.un.org/sustainabledevelopment/sustainable-development-goals/](http://www.un.org/sustainabledevelopment/sustainable-development-goals/)

World Bank: [www.worldbank.org](http://www.worldbank.org)—see annual reports and country profiles

**Media:** Bioneers videos: <https://www.youtube.com/channel/UC7MRhTq4E2CYwXNlwDjA3NA>

High Country News (journal out of Paonia, CO): [www.hcn.org](http://www.hcn.org)

Democracy Now! with Amy Goodman: [www.democracynow.org](http://www.democracynow.org)

Medium Environment Page: <https://medium.com/topic/environment>

TED Talks (amazing public presentations on everything): [www.ted.com](http://www.ted.com)

Living Anthropologically blog: <http://www.livinganthropologically.com>

**CU-Boulder:** List of all campus student groups: <http://buffconnectdirectory.orgsync.com>

Environmental Center (see Events Calendar): <https://www.colorado.edu/ecenter/>

Sustainable CU: <http://www.colorado.edu/ecenter/greening-cu/sustainable-cu>

INVST Community Leadership Program: [www.colorado.edu/invst/](http://www.colorado.edu/invst/)

Center for Community-Based Learning and Research: [www.colorado.edu/cuengage/](http://www.colorado.edu/cuengage/)

Center for Student Involvement: <http://www.colorado.edu/involvement/>

Center for Inclusion and Social Change: <https://www.colorado.edu/cisc/>

Women's Resource Center: <http://www.colorado.edu/wrc/>

Cultural Unity and Engagement Center: <http://www.colorado.edu/cue/>

Dennis Small Cultural Center: <http://www.colorado.edu/umc/dscc>

Office of Diversity, Equity, & Community Engagement: <http://www.colorado.edu/odece/>

## UNIVERSITY POLICIES

(see also <https://www.colorado.edu/academicaffairs/student-syllabus-statements>)

### ***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](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto: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 communicate with your instructor.

### ***Religious Observances:***

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 let me know what your needs are in advance. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html).

### ***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 on 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:***

CU Boulder is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, so that those impacted receive information about options for reporting and support resources.

### ***Honor Code:***

All students enrolled in CU Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Office ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Office as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

<p><b>Class Policies:</b></p> <ul style="list-style-type: none"> <li>○ Laptops are not allowed (except during workshop and research days)</li> <li>○ Turn your cell phones OFF during class – no texting, no googling, no Instagramming</li> <li>○ <u>Read all “Announcements” on Canvas</u>, especially <u>Guiding Questions</u> for our readings and detailed assignment outlines, plus all course related emails sent by the instructor</li> <li>○ <u>Readings are due the day they are listed in the schedule</u> – articles and book chapters indicated with full bibliographic references AND the online links indicated with arrows</li> <li>○ <u>Come to each class prepared with notes and questions from the day’s readings</u></li> <li>○ <u>Take notes during every class</u>, whether a lecture, discussion, film, or guest speaker</li> <li>○ <u>Read all instructor comments</u> on your assignments posted on Canvas</li> <li>○ Label ALL document files with your <u>last name</u> plus the course and assignment name</li> <li>○ Do NOT submit documents in “Pages”; <u>Word doc or PDF files only</u></li> <li>○ Attend the <b>Writing Center</b> in Norlin Library for help with comprehension and composition: <a href="http://www.colorado.edu/pwr/writingcenter.html">http://www.colorado.edu/pwr/writingcenter.html</a>, (303) 735-6906</li> </ul>
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**SCHEDULE** (SUBJECT TO CHANGE)

<b>Remember</b>		<b>***Please consult your YES! Magazine subscription for stories relevant to the weekly Key Concepts as a complement to our readings.***</b>
<b>Week 1</b> <b>January</b> <b>14<sup>th</sup></b>	<b>Key Concepts</b>	<b>INTRODUCTIONS AND ORIENTATION TO THE COURSE</b>
	<b>Film/ Activity</b>	<ul style="list-style-type: none"> <li>✧ <i>How would you define sustainability? What is the meaning and purpose of democracy? What current events have you been following and are you concerned about? Where do solutions lie?</i></li> <li>✧ <i>What breaks your heart about the state of the world today? What gives you hope?</i></li> <li>✧ “I Am” (2011, director Tom Shadyac): <a href="http://www.iamthedoc.com">http://www.iamthedoc.com</a></li> </ul>
<b>To Do</b>		<ul style="list-style-type: none"> <li>○ Look through this list of <b>campus student groups</b> for your CEP: <a href="http://buffconnectdirectory.orgsync.com">http://buffconnectdirectory.orgsync.com</a></li> <li>○ Also consider joining a <b>local civic organization, business, or political cause</b> for your CEP—start contacting directors and attending meetings.</li> <li>○ Make an appointment to <b>meet with instructor and approve your CEP</b> (confirm your visit during my office hours or email/text me to arrange an appointment at another time).</li> <li>○ Acquaint yourself with news and analysis websites, especially those listed above, and make it a regular practice to <b>keep up with current events and scholarly analyses</b>.</li> <li>○ Attend local events, listen to radio shows, or watch shows/films that lend insight into the meanings and practices of sustainability and democracy. Pay attention to individual behaviors and social structures—how do we experience sustainability and democracy in our everyday lives? <b>Share what you learn with the class and/or post on social media.</b></li> </ul>



<b>Week 2</b> <b>January</b> <b>21<sup>st</sup></b>	<b>Key Concepts</b>	<u><b>ANTHROPOLOGY, INTERNATIONAL AFFAIRS, AND THE ANTHROPOCENE</b></u>
	<b>Book Chapters</b>	<ul style="list-style-type: none"> <li>• <b>Section 1 Introduction: Species Unbound: Humanity’s Environmental Impact</b></li> <li>• <b>Introduction: Living in an Environmental Age</b></li> <li>• Chapter 1: Elizabeth Kolbert, Enter the Anthropocene</li> <li>• Chapter 3: Alex Steffen, Humanity’s Potential</li> </ul>
	<b>Other Readings</b>	<ul style="list-style-type: none"> <li>○ Conzelman, Caroline S. 2013. “International Affairs as if Compassion and Cooperation Mattered.” <i>Yale Journal of International Affairs</i> 8(2):12-22.</li> <li>○ Davenport, Coral. 2018. “Major Climate Report Describes a Strong Risk of Crisis as Early as 2040.” <i>The New York Times Magazine</i> October 7.</li> <li>○ Gordon, Robert. 2010. “That Beast Called the Anthropological Perspective.” In <i>Going Abroad: Traveling Like an Anthropologist</i>, pp. 19-27. Boulder: Paradigm Publishers.</li> <li>○ Ingold, Tim. 2018. “On Taking Others Seriously.” In <i>Anthropology: Why It Matters</i>, pp. 1-25. Medford, MA: Polity Press.</li> <li>○ Wilson, Edward O. 2016. “What Must Be Done.” In <i>Half-Earth: Our Planet’s Fight for Life</i>, pp. 209-12. New York: Liveright Publishing Corporation.</li> <li>○ <b>SKIM</b> the IPCC (Intergovernmental Panel on Climate Change) Special Report 10/6/18: <a href="http://report.ipcc.ch/sr15/pdf/sr15_spm_final.pdf">http://report.ipcc.ch/sr15/pdf/sr15_spm_final.pdf</a></li> </ul>
	<b>Guest Speaker</b>	→ <b>Angela Thieman Dino</b> , PhD, Cultural Anthropologist, Senior Instructor, Engineering Leadership Program, CU Boulder
	<b>Film/ Activity</b>	<ul style="list-style-type: none"> <li>✧ Section 1 Exercise: The Time Machine</li> <li>✧ “Why Ancient Wisdom Matters in the Modern World,” public lecture by anthropologist/ethnobotanist Wade Davis (2010)</li> </ul>
<b>To Do</b>	<b>Critical Thinking Quiz #1 (REQUIRED) due on Canvas by midnight Friday</b>	
<b>Special Event</b>	<u><b>Involvement Fair: Wednesday, January 22<sup>nd</sup>, 11am – 2pm, UMC Ballroom</b></u> → Meet more than 100 community organizations that play a huge role in the University community and can connect you with volunteer opportunities— <b>FREE FOOD &amp; PRIZES!</b> CU-Boulder’s <b>Center for Student Involvement (CSI)</b> : involvement@colorado.edu, UMC 330	
<b>Week 3</b> <b>January</b> <b>28<sup>th</sup></b>	<b>Key Concepts</b>	<u><b>CLIMATE CATASTROPHE AND THE LEGACIES OF CONSUMERISM AND WAR</b></u>
	<b>Book Chapters</b>	<ul style="list-style-type: none"> <li>• <b>Section 2 Introduction: Four Planetary Challenges</b></li> <li>• Chapter 2: Charles Mann, State of the Species</li> <li>• Chapter 4: Bill McKibben, Global Warming’s Terrifying New Math</li> <li>• Chapter 6: Maude Barlow, Where Has All the Water Gone?</li> </ul>



		<ul style="list-style-type: none"> <li>• <b>Section 3 Introduction: Causes of Environmental Harm</b></li> <li>• Chapter 8: Thomas Friedman, Too Many Americans?</li> <li>• Chapter 10: Erik Assadourian, Consequences of Consumerism</li> </ul>
	<b>Other Readings</b>	<ul style="list-style-type: none"> <li>○ Amster, Randall. 2015. "From the War Economy to Peace Economy." <i>Peace Ecology</i>, pp. 1-24. Boulder: Paradigm Publishers.</li> <li>○ Kinzer, Stephen. 2006. <i>Overthrow: America's Century of Regime Change from Hawaii to Iraq</i>, pp. 1-6. New York: Times Books.</li> <li>○ Kroll, Gary M. and Richard H. Robbins, eds. 2009. "War and Mobilization." In <i>World in Motion: The Globalization and the Environment Reader</i>, pp. 201-207. Lanham, MD: AltaMira Press.</li> <li>○ "The Afghanistan Papers: A Secret History of the War," Craig Whilock, <i>The Washington Post</i>, 12/9/19: <a href="https://www.washingtonpost.com/graphics/2019/investigations/afghanistan-papers/afghanistan-war-confidential-documents/">https://www.washingtonpost.com/graphics/2019/investigations/afghanistan-papers/afghanistan-war-confidential-documents/</a></li> </ul>
	<b>Film/ Activity</b>	<ul style="list-style-type: none"> <li>◇ "Chasing Ice" or "Racing Extinction" or "Before the Flood"</li> <li>◇ "Scarred Lands and Wounded Lives: The Environmental Footprint of War" (2008): <a href="http://www.scarredlandsfilm.org">www.scarredlandsfilm.org</a></li> <li>◇ "Dirty Wars" (2012, director Jeremy Scahill) on U.S. covert actions in Afghanistan, Yemen, Somalia, etc.</li> <li>◇ Ecological Footprint exercise (handout)</li> <li>◇ Your Diet and Climate Change exercise (see website): <a href="https://www.nytimes.com/interactive/2019/04/30/climate/your-diet-quiz-global-warming.html">https://www.nytimes.com/interactive/2019/04/30/climate/your-diet-quiz-global-warming.html</a></li> </ul>
<b>Special Event</b>		<p><b>Student Forum for Climate Justice: A Bioneers Pollinator Event</b> Fri. January 31<sup>st</sup> and Sat. February 1<sup>st</sup> in the UMC at CU-Boulder—FREE <b>CU Environmental Center:</b> <a href="https://www.colorado.edu/ecenter/forum">https://www.colorado.edu/ecenter/forum</a></p>
<b>Special Event</b>		<p><b>Spring Volunteer Fair: Monday, February 3<sup>rd</sup>, 11am-2pm, UMC Ballroom</b> → Connecting students with local nonprofit organizations to explore new interests, volunteer opportunities, and other ways to get involved through service work in your college town!! <b>Volunteer Resource Center (VRC):</b> <a href="https://www.colorado.edu/volunteer/">https://www.colorado.edu/volunteer/</a>, UMC 358, (303) 735-4496</p>
<b>Week 4 February 4<sup>th</sup></b>	<b>Key Concepts</b>	<p><b><u>IDENTIFYING ROOT CAUSES OF CURRENT CRISES: COLONIALISM, CAPITALISM, AND CORRUPTION</u></b></p>
	<b>Book Chapters</b>	<ul style="list-style-type: none"> <li>• <b>Section 2 Introduction: Four Planetary Challenges: Climate, Extinction, Water, and Food</b></li> <li>• Chapter 7: Lester Brown, The Global Food Crisis</li> <li>• <b>Section 4 Introduction: International State System</b></li> <li>• Chapter 13: Jennifer Clapp and Peter Dauvergne, Brief History of International Environmental Cooperation</li> <li>• Chapter 18: Naomi Klein, Capitalism vs. Climate</li> </ul>

	<p><b>Other Readings</b></p>	<ul style="list-style-type: none"> <li>○ Klein, Naomi. "Blank is Beautiful." In <i>The Shock Doctrine: The Rise of Disaster Capitalism</i>, pp. 3-25. New York: Picador. [SKIM!]</li> <li>○ Kroll, Gary M. and Richard H. Robbins, eds. 2009. "Globalization and the Environment: A Primer." In <i>World in Motion: The Globalization and the Environment Reader</i>, pp. 1-14. Lanham: AltaMira Press.</li> <li>○ Charles C. Mann, "The Dawn of the Homogenocene: Tracing globalization back to its roots," 2011: <a href="http://www.orionmagazine.org/index.php/articles/article/6250">http://www.orionmagazine.org/index.php/articles/article/6250</a></li> <li>○ "The cost of inequality: how wealth and income extremes hurt us all," OXFAM report 2013: <a href="http://www.oxfam.org/sites/www.oxfam.org/files/cost-of-inequality-oxfam-mb180113.pdf">http://www.oxfam.org/sites/www.oxfam.org/files/cost-of-inequality-oxfam-mb180113.pdf</a></li> <li>○ Taylor II, George F. 2019. "Water and Social/Environmental Justice in the Himalayas: the multiple roles of rivers." <i>Colorado Water</i> 36(1, January/February):28-30.</li> </ul>
	<p><b>Guest Speaker</b></p>	<p>→ <b>George Taylor</b>, PhD, international development consultant and global nomad; Visiting Fellow, Colorado State University (CSU) Water Center</p>
	<p><b>Film/ Activity</b></p>	<ul style="list-style-type: none"> <li>◇ "The End of Poverty" (2008) on the roots of global poverty in colonialism, military control, and slavery—and what to do about it</li> <li>◇ "The Corporation" (2004, directors Mark Achbar and Jennifer Abbott) on corporate personhood and profit</li> <li>◇ Section 7 Exercise: A Toxic Thank-You</li> </ul>
<p><b>To Do</b></p>	<p><b>Critical Thinking Quiz #2 due on Canvas by midnight Friday</b></p>	
<p><b>Week 5</b> <b>February</b> <b>11<sup>th</sup></b></p>	<p><b>Key Concepts</b></p>	<p><b><u>RETHINKING SUSTAINABILITY &amp; DEMOCRACY IN INTERNATIONAL DEVELOPMENT</u></b></p>
	<p><b>Book Chapters</b></p>	<ul style="list-style-type: none"> <li>● Chapter 24: Peter Singer, <i>One Atmosphere, Two Worlds</i></li> <li>● Chapter 25: Anil Agarwal and Sunita Narain, <i>Environmental Colonialism: The Perverse Politics of Climate Change</i></li> </ul>
	<p><b>Other Readings</b></p>	<ul style="list-style-type: none"> <li>○ Review the United Nation's Sustainable Development Goals (SDGs): <a href="https://www.un.org/sustainabledevelopment/sustainable-development-goals/">https://www.un.org/sustainabledevelopment/sustainable-development-goals/</a></li> <li>○ Matson, Pamela, William C. Clark, and Krister Andersson. 2016. <i>Pursuing Sustainability: A Guide to the Science and Practice</i>, pp. 1-13. Princeton University Press.</li> <li>○ Sachs, Jeffrey D. 2015. "What is Sustainable Development?" In <i>The Age of Sustainable Development</i>, pp. 1-14. New York: Columbia Univ. Press.</li> <li>○ Hickel, Jason. 2020. "The Sustainable Development Index: Measuring the ecological efficiency of human development in the Anthropocene." <i>Ecological Economics</i> 167. [SKIM for main arguments]</li> <li>○ Moore Lappé, Frances. 2007. "Power Invisible" and "The Art of Power." In <i>Getting a Grip: Clarity, Creativity, and Courage in a World Gone Mad</i>, pp. 73-96. Cambridge: Small Planet Media.</li> <li>○ McIntosh, Peggy. 1989. "White Privilege: Unpacking the Invisible Knapsack." <i>Peace and Freedom Working Paper #189</i>, July/August.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Klein, Naomi. 2018. "Capitalism Killed Our Climate Momentum, Not 'Human Nature.'" <i>The Intercept</i>, 8/3. <a href="https://theintercept.com/2018/08/03/climate-change-new-york-times-magazine/">https://theintercept.com/2018/08/03/climate-change-new-york-times-magazine/</a></li> <li>○ Rich, Nathaniel. 2018. "Losing Earth: The Decade We Almost Stopped Climate Change." <i>New York Times Magazine</i> Aug 1 (special issue). [SKIM!]: <a href="http://nytimes.com/interactive/2018/08/01/magazine/climate-change-losing-earth.html">http://nytimes.com/interactive/2018/08/01/magazine/climate-change-losing-earth.html</a></li> </ul>
	<b>Film/ Activity</b>	<ul style="list-style-type: none"> <li>✧ Privilege: Unpacking the Invisible Knapsack</li> <li>✧ The Sustainable Development Index (SDI)—Measuring Human Development in the Anthropocene (reforming the HDI): <a href="https://www.sustainabledevelopmentindex.org">https://www.sustainabledevelopmentindex.org</a></li> </ul>
<b>Week 6</b> <b>February</b> <b>18<sup>th</sup></b>	<b>Key Concepts</b>	<b>CIVIL SOCIETY: GLOBALIZATION, DEMOCRACY, AND THE PUBLIC SPHERE</b>
	<b>Book Chapters</b>	<ul style="list-style-type: none"> <li>● <b>Section 6 Introduction: Civil Society</b></li> </ul>
	<b>Other Readings</b>	<ul style="list-style-type: none"> <li>○ Castells, Manuel. 2008. "The New Public Sphere: Global Civil Society, Communication, Networks, and Global Governance." <i>The Annals of the American Academy of Political Science</i> 616(1):78-93.</li> <li>○ Fraser, Nancy. 1990. "Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy." <i>Social Text</i> (25/26):56-80.</li> <li>○ Rebecca Solnit, "Don't despair: The climate fight is only over if you think it is," <i>The Guardian</i> 10/14/18: <a href="https://www.theguardian.com/commentisfree/2018/oct/14/climate-change-taking-action-rebecca-solnit">https://www.theguardian.com/commentisfree/2018/oct/14/climate-change-taking-action-rebecca-solnit</a></li> </ul> <p>BATTLE IN SEATTLE 1999 READINGS:</p> <ul style="list-style-type: none"> <li>○ Hawken, Paul. 2000. "Skeleton Woman Visits Seattle." In <i>Globalize This! The Battle Against the World Trade Organization and Corporate Rule</i>, pp. 14-34. Monroe, Maine: Common Courage Press.</li> <li>○ "The Battle in Seattle," by Robert Borosage, <i>The Nation Magazine</i>, 11/18/99: <a href="https://www.thenation.com/article/battle-seattle/">https://www.thenation.com/article/battle-seattle/</a></li> <li>○ "Senseless in Seattle," by Thomas Friedman, <i>NYT Op-Ed, Foreign Affairs</i>, 12/1/99: <a href="https://www.nytimes.com/1999/12/01/opinion/foreign-affairs-senseless-in-seattle.html">https://www.nytimes.com/1999/12/01/opinion/foreign-affairs-senseless-in-seattle.html</a></li> <li>○ Seattle protest participant reflections on the 20<sup>th</sup> anniversary: <a href="https://www.commondreams.org/more/2000">https://www.commondreams.org/more/2000</a></li> </ul>
	<b>Guest Speaker</b>	→ <b>Colleen Scanlan Lyons</b> , PhD, Project Director, Governors' Climate and Forests Task Force; Associate Research Professor, Environmental Studies Program, CU Boulder
	<b>Film/ Activity</b>	✧ "This is What Democracy Looks Like" (2000, Independent Media Center & Big Noise Films) on 1999 World Trade Organization protests in Seattle

To Do		Critical Thinking Quiz #3 due on Canvas by midnight Friday
<b>Week 7</b> <b>February 25<sup>th</sup></b>	<b>Key Concepts</b>	<u><b>CIVIL SOCIETY: ORGANIZING, UPRISING, PROTEST, SOCIAL MOVEMENTS</b></u>
	<b>Book Chapters</b>	<ul style="list-style-type: none"> <li>• Chapter 30: Michael Pollan, Why Bother?</li> <li>• Chapter 36: Paul Wapner, Humility in a Climate Age</li> </ul>
	<b>Other Readings</b>	<ul style="list-style-type: none"> <li>○ Engler, Mark and Paul Engler. 2016. <i>This is an Uprising: How Nonviolent Revolt Is Shaping the Twenty-first Century</i>, pp. vii-xix. New York: Nation Books.</li> <li>○ Harding, Vincent. 1990. "Gifts of the Black Movement." In <i>Hope and History: Why We Must Share the Story of the Movement</i>, pp. 105-25. Maryknoll, NY: Orbis Books.</li> <li>○ Martinez, Xuihtezcatl. 2017. "A Rising Generation: Uplifting Voices of Those Who Will Inherit the Planet." In <i>We Rise: The Earth Guardians Guide to Building a Movement that Restores the Planet</i>, pp. 209-23. Rodale Books.</li> <li>○ Perry, Aaron W. 2017. "Demand: A Most Powerful Future-Shaping Force." In <i>Y on Earth: Get Smarter. Feel Better. Heal the Planet</i>, pp. 228-47. Denver: Earth Water Press.</li> <li>○ Young, Ralph. 2015. "Introduction: Dissent and America." <i>Dissent: The History of an American Idea</i>, pp. 1-15. New York: New York Univ. Press.</li> <li>○ Zunes, Stephen. 2016. "Nonviolent Civil Resistance in Islamic Countries before the Arab Spring." <i>Peace Review</i> 28:360-68.</li> </ul>
	<b>Guest Speaker</b>	→ <b>CU Earth Guardians student activists</b>
	<b>Film/ Activity</b>	✧ "This Changes Everything" (2015, director Avi Lewis) on global resistance, solidarity, and innovation in the face of the climate crisis
To Do		Critical Thinking Quiz #4 due on Canvas by midnight Friday
<b>Week 8</b> <b>March 3<sup>rd</sup></b>	<b>Key Concepts</b>	<u><b>SOCIAL ENTREPRENEURSHIP AND CORPORATE RESPONSIBILITY</b></u>
	<b>Book Chapters</b>	<ul style="list-style-type: none"> <li>• <b>Section 5 Introduction: Economy</b></li> <li>• Chapter 22: Herman Daly, The Delusion of Sustainable Growth</li> <li>• Chapter 23: Jonathan Rowe, Who Is an Economy For? Rethinking GDP</li> </ul>
	<b>Other Readings</b>	<ul style="list-style-type: none"> <li>○ Bornstein, David and Susan Davis. 2010. <i>Social Entrepreneurship: What Everyone Needs to Know</i>, pp. 1-26. Oxford University Press.</li> <li>○ Chouinard, Yvon and Vincent Stanley. 2012. <i>The Responsible Company: What We've Learned from Patagonia's First 40 Years</i>, selections. Patagonia Books.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Patel, Raj, and Jason W. Moore. 2017. <i>A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet</i>, pp. 1-43. Berkeley: University of California Press. [SKIM!]</li> <li>○ Townsend, Patricia K. 2009. <i>Environmental Anthropology</i>, selections (on Mining, Climate Change, and Consumer Cultures). Long Grove, IL: Waveland Press, Inc.</li> </ul>
	<b>Guest Speaker</b>	→ <b>Teju Ravi Lochan</b> , co-founder and board member of Uncharted, a social impact accelerator, Denver, CO ( <a href="https://uncharted.org/about/">https://uncharted.org/about/</a> ); CU alumnus
	<b>Film/ Activity</b>	✧ “Black Gold” (2006, directors Marc and Nick Francis) about the international corporate vs. fair trade cooperative coffee trade
<b>Week 9</b> <b>March 10<sup>th</sup></b>	<b>Key Concepts</b>	<b><u>SUSTAINABLE BUSINESS MODELS: FAIR TRADE, COOPERATIVES, AND DOUGHNUTS</u></b>
	<b>Book Chapters</b>	<ul style="list-style-type: none"> <li>• Chapter 17: Paul Krugman, <i>Environmental Economics 101: Overcoming Market Failures</i></li> </ul>
	<b>Other Readings</b>	<ul style="list-style-type: none"> <li>○ Jaffee, Daniel. 2007. <i>Brewing Justice: Fair Trade Coffee, Sustainability, and Survival</i>, Preface (pp. xi-xv); Introduction (pp. 1-10); Conclusion (pp. 260-66). Berkeley: University of California Press.</li> <li>○ Raworth, Kate. 2017. “Why it's time for Doughnut Economics.” <i>IPPR Progressive Review</i> (Special Issue: The Road to Ruin? Making Sense of the Anthropocene) 24(3):216-222.</li> <li>○ Reich, Robert B. 2015. <i>Saving Capitalism: For the Many, Not the Few</i>, selections. New York: Alfred A. Knopf.</li> <li>○ Sitrin, Marina. 2011. “Horizontalism: From Argentina to Wall Street.” <i>NACLA Report on the Americas</i> 44(6):8-11. → For a comparison to anarchism, see: <a href="https://blackrosefed.org/wp-content/uploads/2018/07/Bray_Horizontalism_Final_June2018.pdf">https://blackrosefed.org/wp-content/uploads/2018/07/Bray_Horizontalism_Final_June2018.pdf</a></li> <li>○ Smith, Julia. 2008. “The Search for Sustainable Markets: The Promise and Failures of Fair Trade.” <i>Culture and Agriculture</i> 29(2):89-99. See also <a href="https://ssir.org/articles/entry/the_problem_with_fair_trade_coffee">https://ssir.org/articles/entry/the_problem_with_fair_trade_coffee</a></li> <li>○ The History of Authentic Fair Trade, by <i>Equal Exchange</i> [SKIM!]: <a href="http://equalexchange.coop/sites/default/files/HistoryofFairTrade.pdf">http://equalexchange.coop/sites/default/files/HistoryofFairTrade.pdf</a></li> </ul>
	<b>Guest Speaker</b>	→ <b>Local fair trade or cooperative business leader</b> , TBA
	<b>Film/ Activity</b>	<ul style="list-style-type: none"> <li>✧ “Own the Change: Building Economic Democracy One Worker Co-op at a Time” (2014): <a href="https://www.usworker.coop/blog/own-the-change-building-economic-democracy-one-worker-co-op-at-a-time/">https://www.usworker.coop/blog/own-the-change-building-economic-democracy-one-worker-co-op-at-a-time/</a></li> <li>✧ “The Take” (2004, directors Avi Lewis and Naomi Klein)</li> </ul>
<b>To Do</b>		<b>Critical Thinking Quiz #5 due on Canvas by midnight Friday</b>

<b>Week 10</b> <b>March 17<sup>th</sup></b>	<b>Key Concepts</b>	<u><b>CLIMATE REFUGEES, ENVIRONMENTAL RACISM/JUSTICE, AND RADICAL EMPATHY</b></u>
	<b>Book Chapters</b>	<ul style="list-style-type: none"> <li>• <b>Section 7 Introduction: Race, Class, and Geopolitical Difference</b></li> <li>• Chapter 26: Robert Bullard, Environmental Racism and the Environmental Justice Movement</li> </ul>
	<b>Other Readings</b>	<ul style="list-style-type: none"> <li>○ Parker, Airica. 2018. "Poetic Justice: Camille T. Dungy on Racism, Writing, and Radical Empathy." <i>The Sun Magazine</i> Issue 510(June):4-12.</li> <li>○ Readers Write. 2008. "Immigrants." <i>The Sun</i> (November), pp. 30-7.</li> <li>○ Chomsky, Aviva. 2014. "Introduction." In <i>Undocumented: How Immigration Became Illegal</i>, pp. 1-22. Boston: Beacon Press.</li> <li>○ U.S. Chamber of Commerce. 2016. "Immigration Myths and Facts." Labor, Immigration, and Employee Benefits Department, April 14.</li> <li>○ Hernández, David. 2013. "Detained in Obscurity: The U.S. Immigrant Detention Regime." <i>NACLA Report on the Americas</i> 46(3):56-63.</li> <li>○ Bacon, David. 2012. "How U.S. Policies Fueled Mexico's Great Migration," <i>The Nation Magazine</i>, Jan 4.</li> <li>○ Nazario, Sonia. 2014. "The Children of the Drug Wars: A Refugee Crisis, Not an Immigration Crisis," <i>New York Times</i> Op-Ed (Sunday, July 11).</li> </ul>
	<b>Guest Speaker</b>	→ <b>Laura Deluca</b> , PhD, Anthropologist, Sewall RAP Instructor, Tanzania Global Seminar Study Abroad Director, Watson Institute Mentor
	<b>Film/ Activity</b>	<ul style="list-style-type: none"> <li>◇ "Climate Refugees" (2010, director Michael Nash): <a href="https://www.videoproject.com/Climate-Refugees.html">https://www.videoproject.com/Climate-Refugees.html</a></li> <li>◇ "Harvest of Empire: A History of Latinos in America" (2012, story by journalist Juan González)</li> <li>◇ Section 8 Exercise: Two Minutes to Sustainability</li> </ul>
<b>Week 11</b>	<b>SPRING BREAK – NO CLASSES</b>	
<b>Week 12</b> <b>March 31<sup>st</sup></b>	<b>Key Concepts</b>	<u><b>DECOLONIZATION WITH ANCIENT WISDOM, TEACHINGS, AND STRATEGIES</b></u>
	<b>Book Chapters</b>	<ul style="list-style-type: none"> <li>• Chapter 5: Stephen Meyer, End of the Wild</li> <li>• Chapter 31: Roderick Frazier Nash, Island Civilization: 1,000 Years into the Future</li> </ul>
	<b>Other Readings</b>	<ul style="list-style-type: none"> <li>○ Freire, Paulo (translated by Myra Bergman Ramos). 1993 (1970). <i>Pedagogy of the Oppressed</i>, pp. 43-69. New York: Continuum.</li> <li>○ Korten, David. 2006. "From Empire to Earth Community." <i>Development</i> 49(3):76-81.</li> <li>○ Ridgeway, Sharon J. and Peter J. Jacques. 2014. "It is Time for Our Hearts to Be Broken." <i>The Power of the Talking Stick: Indigenous Politics and the World Ecological Crisis</i>, pp. 1-22. Boulder: Paradigm Publishers.</li> <li>○ Taiaiake, Alfred. 2018. "Don't Just Resist, Return to Who You Are." <i>Yes! Magazine: The Decolonize Issue</i> 14(85):30-32.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Trahant, Mark. 2018. "The Disruption of White Supremacy: Why Colonialism is Failing Right on Time." <i>Yes! Magazine: The Decolonize Issue</i> 14(85):20-23.</li> <li>○ "Climate Change Street Fighters," by Michael Mendez, Yale U., 1/14/20: <a href="http://blog.yalebooks.com/2020/01/14/climate-change-street-fighters/">http://blog.yalebooks.com/2020/01/14/climate-change-street-fighters/</a></li> <li>○ "What Listening Means in a Time of Climate Crisis," by Tara Houska, Ojibwe tribal attorney, 9/18/19: <a href="https://lithub.com/what-listening-means-in-a-time-of-climate-crisis/">https://lithub.com/what-listening-means-in-a-time-of-climate-crisis/</a></li> <li>○ "The Concept of 'Living Well': A Bolivian Viewpoint," by the UN Bolivia Delegation, 4/2010: <a href="http://boliviaring.blogspot.com/2010/10/concept-of-living-well-bolivian.html">http://boliviaring.blogspot.com/2010/10/concept-of-living-well-bolivian.html</a></li> <li>○ Rights of Mother Earth in Ecuador, Bolivia, and possibly the United Nations: <a href="http://www.collective-evolution.com/2014/08/24/the-universal-declaration-of-the-rights-of-mother-earth/">http://www.collective-evolution.com/2014/08/24/the-universal-declaration-of-the-rights-of-mother-earth/</a></li> </ul>
	<b>Guest Speaker</b>	→ <b>Inclusion and Social Change Training Workshop</b> , details TBA
	<b>Film/ Activity</b>	✧ TED Talk with Chad Frischmann on the concept of "drawdown": <a href="https://www.ted.com/talks/chad_frischmann_100_solutions_to_climate_change">https://www.ted.com/talks/chad_frischmann_100_solutions_to_climate_change</a>
<b>To Do</b>		<b>Critical Thinking Quiz #6 (REQUIRED) due on Canvas by midnight Friday</b>
<b>Special Event</b>		<p><b>April 6-10</b> is the <b>CONFERENCE ON WORLD AFFAIRS</b>, one of the best weeks of the year at CU! FREE AND OPEN TO THE PUBLIC.          → You may use this event as part of your CEP or for Extra Credit          See the list of speakers and panels: <a href="https://www.colorado.edu/cwa/">https://www.colorado.edu/cwa/</a></p>
<b>Week 13</b> <b>April 7<sup>th</sup></b>	<b>Key Concepts</b>	<b><u>DEMOCRATIC AGENCY: CITIZENSHIP, COMMUNITY, AND CREATIVITY</u></b>
	<b>Book Chapters</b>	<ul style="list-style-type: none"> <li>● <b>Section 9 Introduction: Political Imagination</b></li> <li>● Chapter 15: Richard Falk, State Sovereignty Endangers the Planet</li> <li>● Chapter 19: Paul Hawken, The Power of Environmental Activism</li> </ul>
	<b>Other Readings</b>	<ul style="list-style-type: none"> <li>○ DeMocker, Mary. 2019. "Before It's Too Late: Mary Christina Wood on Avoiding Climate Disaster." <i>The Sun Magazine</i> Issue 518. <a href="https://www.thesunmagazine.org/issues/518/before-its-too-late">https://www.thesunmagazine.org/issues/518/before-its-too-late</a></li> <li>○ Dunlap, Riley E., Aaron M. McCright and Jerrod H. Yarosh. 2016. "The Political Divide on Climate Change: Partisan Polarization Widens in the U.S." <i>Environment: Science and Policy for Sustainable Development</i> 58(5):4-23.</li> <li>○ Loeb, Paul Rogat. 2010. "Introduction." In <i>Soul of a Citizen: Living with Conviction in Challenging Times</i>, pp. 1-19. New York: St. Martin's Griffin.</li> <li>○ Peters, Michael. 2019. "Can democracy solve the sustainability crisis? Green politics, grassroots participation and the failure of the sustainability paradigm." <i>Educational Philosophy &amp; Theory</i> 51(2):133-41.</li> </ul>



		<ul style="list-style-type: none"> <li>○ Tolokonnikova, Nadya. 2018. "Rule No. 5: Commit an Art Crime." In <i>Read and Riot: A Pussy Riot Guide to Activism</i>, pp. 75-93. HarperOne.</li> </ul>
	<b>Guest Speaker</b>	→ <b>Conference on World Affairs Speaker</b> , TBA
	<b>Film/ Activity</b>	✧ Take this quiz on a range of current issues linked to political platforms, and write down your results: <a href="https://www.isidewith.com/political-quiz">https://www.isidewith.com/political-quiz</a>
<b>Week 14</b> <b>April 14<sup>th</sup></b>	<b>Key Concepts</b>	<b><u>DRUG PROHIBITION &amp; REFORM: RACISM, ADDICTION, &amp; MASS INCARCERATION</u></b>
	<b>Readings</b>	<ul style="list-style-type: none"> <li>○ Alexander, Michelle. 2010. <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i>, pp. 1-19. New York: The New Press.</li> <li>○ Bergen-Cico, Dessa K. 2012. "The Cold War Was Hot for the Drug Trade." In <i>War and Drugs: The Role of Military Conflict in the Development of Substance Abuse</i>, pp. 47-65. Boulder: Paradigm Press.</li> <li>○ Conzelman, Caroline S. 2006. "Fieldwork in Coca Country: Investigating Democracy and Development in the Bolivian Andes." In A. Gardner and D.M. Hoffman, eds., <i>Dispatches from the Field: Neophyte Ethnographers in a Changing World</i>, pp. 119-35. Long Grove, IL: Waveland Press.</li> <li>○ Heemskerk Declaration. 2016. "The Global Forum of Producers of Prohibited Plants," <i>Transnational Institute (TNI)</i> document for the UNGASS 2016 (United Nations Special Session on Global Drug Policy).</li> <li>○ Latin American Commission on Drugs and Democracy. 2009. "Drugs and Democracy: Toward a Paradigm Shift." <i>Open Society Institute</i> and <i>Instituto Fernando Henrique Cardoso</i> (and others).</li> <li>○ Levine, Harry G. 2003. "Global drug prohibition: its uses and crises." <i>International Journal of Drug Policy</i> 14:145-153.</li> <li>○ Riboulet-Zemouli, Kenzi. 2019. <i>Cannabis and Sustainable Development: Paving the way for the next decade in Cannabis and hemp policies</i>, pp. 3-5. Vienna: FAAAT think &amp; do tank. <a href="https://archive.org/details/cannabissdg">https://archive.org/details/cannabissdg</a> (and <b>skim</b> for SDG relevance)</li> <li>○ Wainwright, Tom. 2016. <i>Narconomics: How to Run a Drug Cartel</i>, pp. 1-7. New York: Public Affairs.</li> </ul>
	<b>Guest Speaker</b>	→ <b>Instructor's slides</b> from ethnographic fieldwork in Bolivia on coca leaf, cocaine, and democracy + the history drug prohibition and policy reform
	<b>Film/ Activity</b>	<ul style="list-style-type: none"> <li>✧ "Breaking the Taboo" (2012, director Fernando Grostein Andrade)</li> <li>✧ "The House I Live In" (2012, director Eugene Jarecki)</li> </ul>
<b>To Do</b>		<b>Critical Thinking Quiz #7 due on Canvas by midnight Friday</b>
<b>Special Event</b>		<p><b><u>2020 CANNABIS and PSYCHEDELIC SYMPOSIUM</u></b>  <b>Ancient Medicinal Plants, Modern Therapies, and Drug Policy Reform</b>  <b><u>Saturday, April 18<sup>th</sup> in Wolf Law Wittemyer Courtroom + Boettcher Hall</u></b>          → You may use this event as part of your CEP or for Extra Credit</p>

<p><b>Week 15</b> <b>April 21<sup>st</sup></b></p>	<p><b>Key Concepts</b></p>	<p><b><u>POWER OF COMPASSION &amp; INNOVATION: BEING HOPEFUL IN TROUBLING TIMES</u></b></p>
	<p><b>Book Chapters</b></p>	<ul style="list-style-type: none"> <li>• Chapter 33: Wendell Berry, The Future Is Local</li> <li>• Chapter 37: Barbara Kingsolver, How to Be Hopeful</li> </ul>
	<p><b>Other Readings</b></p>	<ul style="list-style-type: none"> <li>○ Bekoff, Marc. 2014. <i>Rewilding Our Hearts: Building Pathways of Compassion and Coexistence</i>, pp. 1-20. New World Library.</li> <li>○ Farmer, Paul. 2013 (2011). "Accompaniment as Policy." In <i>To Repair the World: Paul Farmer Speaks to the Next Generation</i>, pp. 233-47. Berkeley: University of California Press.</li> <li>○ Dunlap, Louise. 2008. "We Are the Second Superpower." In <i>Undoing the Silence: Six Tools for Social Change Writing</i>, pp. 1-11. Oakland, CA: New Village Press.</li> <li>○ Macy, Joanna and Chris Johnstone. 2012. <i>Active Hope: How to Face the Mess We're in without Going Crazy</i>, pp. 1-9. Novato: New World Library.</li> <li>○ Williams, Terry Tempest. 2010. "Commencement." In <i>The Open Space of Democracy</i>, pp. 2-24. Eugene, OR: WIPF and Stock.</li> <li>○ M. W. King, M. A. G. Pastora, M. C. Salazar, and C. M. Rodriguez. 2016. "Environmental Governance and Peacebuilding in Post-Conflict Central America." In C. Bruch, C. Muffett, and S. S. Nichols, eds., <i>Governance, Natural Resources, and Post-Conflict Peacebuilding</i>. London: Earthscan. <b>[SKIM for main ideas!]</b> <a href="https://environmentalpeacebuilding.org/assets/Documents/Volume-6-Chapter-37.pdf">https://environmentalpeacebuilding.org/assets/Documents/Volume-6-Chapter-37.pdf</a></li> </ul>
	<p><b>Guest Speaker</b></p>	<p>→ <b>Matt W. King</b>, PhD, Founder &amp; President, COMMON Foundation, (<a href="http://OurCommonFoundation.org">OurCommonFoundation.org</a>); former CU Environmental Studies Lecturer</p>
	<p><b>Film/ Activity</b></p>	<ul style="list-style-type: none"> <li>◇ "Wild Hope" (2017, Patagonia Films), on compassion over consumption</li> <li>◇ "How Wolves Change Rivers" (2014, Sustainable Human)</li> </ul>
<p><b>Special Event</b></p>		<p><b><u>Campus Sustainability Summit + 50<sup>th</sup> Anniversary Earth Day Teach-In</u></b> Wednesday April 22 &amp; Thursday April 23, 2020 around CU-Boulder → Free and open to all CU students and the general public → You may use this event as part of your CEP or for Extra Credit <b>CU Environmental Center:</b> <a href="https://www.colorado.edu/center/css">https://www.colorado.edu/center/css</a></p>
<p><b>Week 16</b> <b>April 28<sup>th</sup></b></p>		<p><b><u>SOLUTIONARY PAPER WORKSHOP/FINAL PRESENTATIONS GROUP 1</u></b></p> <ul style="list-style-type: none"> <li>◇ Please come to class with your laptop, notes, handouts, and your Solutionary Paper draft – we will spend the first half of class workshopping your papers and presentations</li> <li>◇ During the second half of class, Group 1 (~10 students) will give their Final Presentations</li> </ul>
<p><b>Final Exam</b> <b>May 4<sup>th</sup></b></p>		<p><b>FINAL PRESENTATIONS GROUP 2</b> (~20 students) <b>Monday, May 4<sup>th</sup> at 1:30-4pm in our classroom</b></p>
<p><b>To Do</b></p>		<p><b>Solutionary Papers due on Canvas by midnight Wednesday, May 6<sup>th</sup></b></p>