Anthropogenic climate change has emerged as the global issue of the 21st-century. Yet Sociology has been slow to address the social characteristics and ramifications of climate change. In helping to redress this oversight, this course seeks to explore a series of interlocking topics, including: the roots of the present crisis in the consolidation of ‘fossil capital’ and the modern techno-scientific world-view; possible effects of global warming (rising sea-levels, habitat destruction, agricultural collapse, mass migration, war), and how they might be assessed and mitigated; questions of environmental ethics and the emergence of such activist movements as Extinction Rebellion; different ways of conceptualizing human/nature relations (indigenous, feminist, ‘alter-modern’, etc.); cultural perceptions of climate change, including climate denialism and ‘climate trauma’; the ‘Anthropocene’ vs. ‘Capitalocene’ debate; and approaches that connect climate breakdown to intensifying social inequalities and the rising danger of neo-fascism(s) (including ‘eco-fascism’), such as arguments for transitioning to a post-carbon economy, prospects for a ‘Green New Deal’, and the relationship between pandemics and climate change.

Prerequisite(s):
Third or fourth year standing in a module in Sociology or Criminology.

Antirequisite(s): N/A

Learning Outcomes

By the end of this course, students will:
* Have a deep and broad understanding of contemporary social thought as it relates to climate change and related environmental issues
* Understand how social thought informs other branches of sociology
* Significantly develop their critical and creative thinking & writing skills
* Develop presentation skills (clearly express ideas and arguments orally & lead discussions)
MAIN TEXTS (ONLINE)

All readings online accessible via OWL/CT

GRADE BREAKDOWN:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>Class presentation</td>
<td>20%</td>
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<tr>
<td>Term paper proposal</td>
<td>10%</td>
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<tr>
<td>Asynchronous responses to readings</td>
<td>10%</td>
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<tr>
<td>Class participation</td>
<td>15%</td>
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<tr>
<td>Term paper</td>
<td>45%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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REQUIREMENTS AND ASSIGNMENTS

1. **Synchronous virtual meetings (15% participation)**

   These being Covid times, seminars will be synchronous sessions via Zoom scheduled during the allotted time above, between 10 am - 12:30 pm weekly (transitional break 11:00 am - 11:30 am). Half the class will participate in the first hour, organized around one oral presentation (more on this below), the other half in the second hour. The goal is to try to overcome the limitations of the technology as much as possible and emulate a face-to-face seminar by having multiple smaller groups.

2. **Asynchronous responses to readings (10%)**

   10% of the final grade will the allotted to written responses to one of the class discussion questions pertaining to the readings posted each week (2 marks each, five per term), 200-250 words each post. Such postings cannot involve questions or readings student base their oral presentation on (see below). Students can respond to such postings for discussion purposes, but only in a respectful and scholarly manner.

3. **Class presentation (20%)**

   Each student will be required to present orally on one of the readings assigned in a given week. This will be a critical précis that raises questions for class discussion. Prepare for a 15 minute presentation. The use of (very) short video clips or other materials is acceptable, but has to be approved by the Professor in advance. A week after the presentation, the student will submit a written version of the talk for grading (20% of final grade).

4. **Term paper proposal (10%)**

   Term paper proposals will be due 12th Nov. by 4:00 pm. Two pages point form, plus one page of references (minimum five). The Professor will comment on the proposal and provide feedback and additional references relevant for the writing of the final term paper.
5. Term paper (40%) 

The final term paper (3000-3500 words, 12-15 pages, 12-scale font Times Roman), worth 40% of the final grade, will be due 7th Dec. by 12 noon. (Comments on major term papers will only be provided if requested in advance of submission, and late assignments will receive no written feedback.)

READING SCHEDULE

Week 2 - Sept. 17 - What is the Anthropocene?


Week 3 - Sept. 24 - The Sociological Imagination and Climate Change


Week 4 - Oct. 1 - Anthropocene vs. Capitalocene


Week 5 - Oct. 8 - Climate trauma/catastrophism/pandemics


Rebecca Elliott, ‘Sociology of Climate Change as a Sociology of Loss’, European Journal of Sociology, 59(3), 2019, 301-337 (29 pgs + 7 pgs refs.).
E. Ann Kaplan, ‘Prologue: Climate Trauma and Hurricane Sandy’, *Climate Trauma: Foreseeing the Future in Dystopian Film and Fiction*, New Brunswick: Rutgers University Press, xiii-xix (7 pgs.)

Amo Kopecky, ‘A Fast Moving Virus, a Slow Changing Climate’, [https://thetyee.ca/Analysis/2020/04/07/Pandemic-Foreshadows-Climate-Change-Catastrophe/](https://thetyee.ca/Analysis/2020/04/07/Pandemic-Foreshadows-Climate-Change-Catastrophe/)


Marco Lambertini, Elizabeth Maruma Mrema and Maria Neira, ‘Coronavirus is a warning to us to mend our broken relationship with nature’ [https://www.theguardian.com/commentisfree/2020/jun/17/coronavirus-warning-broken-relationship-nature](https://www.theguardian.com/commentisfree/2020/jun/17/coronavirus-warning-broken-relationship-nature)


**Week 6 – Oct. 15 - Climate Denialism, Ecocapitalism, Ecofascism**


**Week 7 – Oct. 22 - Media, Infrastructure and Climate Change**


**Week 8 - Oct. 29 - Activism, Climate Justice**


Extinction Rebellion, ‘Declaration of Rebellion’, 1-2 (2 pgs.).

Farhana Yamin, ‘Die, Survive or Thrive?’, 21-27 (6 pgs.).

Mohamed Nasheed, ‘We are Not Prepared to Die’ (31-34 (4 pgs.).

Firefighter, California, ‘There’s Fear Now’ (46-47) (2 pgs.).

Douglas Rushkoff, ‘Survival of the Richest’ (58-64) (7 pgs.).

Matthew Todd – ‘The Climate Emergency and the End of Diversity’ (69-72) (4 pgs.).

Roger Hallam, ‘The Civil Resistance Model’ (99-102) (4 pgs.).

**Week 9 – Nov. 5 – Reading Week (no classes)**

**Week 10 – Nov. 12 - Ecomodernism, Geoengineering**


**Week 11 – Nov. 19 - Degrowth, Green New Deal, Ecosocialism**


John Bellamy Foster, ‘On Fire This Time’, *Monthly Review*, 71(6), 2019, 1-17, (16 pgs. + 1 pg. refs.).

Robert Pollin, ‘De-Growth vs. a Green New Deal’, *New Left Review*, 112 (July/Aug), 2018, 5-25 (20 pgs.).
Week 12 - Nov. 26 - Alternative Knowledges/Practices


Giacomo D’Alisa, Marco Deriu and Federico Demaria, ‘Care’ (63-66) (4 pgs.).
Silke Helfrich and David Bollier, ‘Commons’ (75-78) (4 pgs.).
Marco Deriu, ‘Conviviality’ (79-82) (4 pgs.).
Sylvia Lorek, ‘Dematerialization’ (83-85) (3 pgs.).
Filka Sekulova, ‘Happiness’ (113-116) (4 pgs.).
Serge Latouche, ‘Imaginary, decolonization of’ (117-120) (4 pgs.).
Samuel Alexander, ‘Simplicity’ (133-136) (4 pgs.).
Samuel Alexander, ‘Basic and maximum income’ (146-148) (3 pgs.).
Nadia Johanisova, Ruben Suriñach Padilla and Philippa Parry, ‘Co-operatives’ (152-154) (3 pgs.).
Sergi Cutillas, David Llistar and Gemma Tarafa, ‘Debt audit’ (156-158) (3 pgs.).
Claudio Cattaneo, ‘Eco-communities’ (165-168) (4 pgs.).
Chris Carlsson, ‘Nowtopians’ (182-184) (3 pgs.).
Giacomo D’Alisa and Giorgos Kallis, ‘Post-normal science’ (185-188) (4 pgs.).

Week 13 – Dec. 3 - Anthropocene Futures


Hazel Healy, ‘What If ... We Reduced Carbon Emissions to Zero by 2025?’ *This is Not a Drill: An Extinction Rebellion Handbook*, London: Penguin Books, 2019 (172-175) (4 pgs.).

IMPORTANT POLICIES

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Policy on Accommodation for Medical Illness

Western’s policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar’s website: www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in emotional/mental distress should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.