

Special Topics Capstone Climate Change
ENVR 4940
Monday/Wednesday, 3:00pm – 4:15pm
Fall 2020
Online only

Instructors and Office Hours:

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COURSE SUMMARY

Interested in working toward solutions to the climate crisis? In this course, you will choose and implement a climate action from Project Drawdown's (www.drawdown.org) list of 82 climate solutions. You will also apply social sciences research to persuade your friends, Instagram followers, or another of your social networks to implement your climate action. The capstone team project will focus on one of the most effective ways to reduce greenhouse emissions: plant-rich diet. You will collect plant-rich recipes from around the world, taste test them under the supervision of a nutritionist, present them in an engaging format, and create educational materials to post alongside the recipes on websites of community collaborators in New York State, Spain, and elsewhere.

Credits: Course is three credits, S/U or graded.

Learning outcomes. By the end of the course, students will be able to:

1. Compare approaches to mitigating climate change and choose an individual climate mitigation action.
2. Apply social sciences research to develop and implement an action plan to persuade one of your social networks (e.g., friends, family, Instagram followers) to take that action alongside you.
3. Create your own arguments for the responsibility of individuals, corporations, and the broader collective to foster climate and food justice.
4. Collaborate professionally and equitably with international colleagues to collect and taste test plant-rich diet recipes, and with US and international community partners to develop plant-rich diet internet-based media.
5. Communicate through a variety of media including writing, presentations, and internet-based media.
6. Demonstrate critical thinking skills while providing and responding to constructive peer feedback on discussion boards and during real-time online discussions.

Benefits to the Learner. Students will: (1) learn which climate actions are most effective in drawing down atmospheric greenhouse gases; (2) learn how to apply social sciences research to influence friends and family to take climate actions; (3) conduct a fun and meaningful project involving taste testing plant-rich recipes from China, Iran, Nigeria, and other countries; (4) contribute to climate and nutrition education and action in collaboration with community partners; (5) forge relationships with US and international organizations and individuals that could prove useful in future internships.

COURSE OVERVIEW

This course will engage students in critically assessing the effectiveness of a broad spectrum of actions to address the climate crisis and in conducting two projects to help draw down greenhouse gases in the atmosphere. For their Drawdown action project, students will use the [Drawdown](#) website to identify a climate action they would like to implement themselves and in one of their social networks (e.g., friends, family, student club, dorm). Drawdown's top ten actions include managing refrigerants, educating girls, reducing food waste, plant-rich diet, wind energy, and silvopasture, and thus cut across the bio-physical and social sciences disciplines. These and other Drawdown solutions will provide the basis for rich discussions about the balance between effectiveness and feasibility of various solutions, given cross-cultural and geographic considerations. Students will draw from research about the spread of complex behaviors, social mobilization, social norms, social marketing, and social media to learn about ways to influence individuals to take climate action. Students will be required to select and implement one Drawdown action and engage with their social networks to implement the action (e.g., limit meat and dairy consumption, reduce food waste, raise money for women's education in developing countries). Guided reflections and small group and full class discussions about the climate impacts and challenges of implementing their actions will foster critical thinking.

For their team project, students will work with climate activists drawn from the *Cornell Climate Online Fellowship* (about 70 fellows from 50 countries) and *Climate Action: Scaling Up Your Impact* MOOC (online course, about 600 participants from about 60 countries). Participants in both of these online outreach programs have applied literature on the spread of behaviors through social networks, social marketing, social norms, and social mobilization to persuade one of their social networks to take a Drawdown climate action; many chose plant-rich diet for their climate action. Capstone students will collect plant-rich diet recipes from these climate activists, taste test them, and compile them into a useful format (e.g., video, PDF) for individuals interested in reducing meat and dairy consumption. Students will also work with our two community partners—Cornell Cooperative Extension-Warren County, Sustainable Tapas Project in Barcelona Spain, and Veg Planet in China—to develop web materials including plant-rich diet recipes and nutritional and planetary benefits.

Technology

Students will use multiple platforms in the course.

1. **Assessments – *Canvas*.** All assignments, grading, announcements, discussions will be done in Canvas.
2. **Team Project Management -- *Slack*.** We will use Slack, a software commonly used in the workplace, to facilitate group projects.
3. **Weekly Meetings — *Zoom*.**
4. **Communication Platforms.** Communication with climate activists and community partners will occur via Zoom, WhatsApp, WeChat, and email.

INSTRUCTORS' NOTE TO LEARNER. As a Cornell senior, you are transitioning from student to professional and citizen in communities beyond the university. We have organized this class to help you in this transition. In particular, similar to workplaces and community forums, you will have “rights” and “responsibilities.” Your rights and responsibilities will play out in the decisions you make about your participation and roles in the class. So for example, we offer you an array of video, PDF, and other learning resources; although some readings are required to complete the weekly discussion board questions, you have the right to choose other resources that are most valuable for your learning goals and your contributions to our group discussions and team project. If you have already covered the material in a particular video or article, or it is of limited interest, choose to watch/read other resources, including

those you find on your own (and please share valuable resources you discover with the class). In addition to contributing to the online and group synchronous discussions, you have a responsibility to complete the Drawdown action project and to contribute significantly to the team project. The team project is designed to simulate team work in the workplace and in voluntary organizations, where team members are responsible for outlining goals and objectives, creating outputs, time/task management, and working with clients or community partners. Each team member has the responsibility to contribute to the team project in ways that reflect the course content and their own skills and interests.

TEAM PROJECT. The team project entails working with our community partners to design and post resources that meet our partners' needs. Four tasks are integral to accomplishing the project: (1) communication with community partner; (2) recipe collection and tasting; (3) creating plant-rich diet educational content; and (4) using multimedia technologies. You will work in four-person project teams in which all team members contribute to all tasks, but one team member assumes leadership for each task. So, for example, the community partner communication team member will organize meetings with the partner and handle emails or Slack messages with the partner, but each team member will participate in partner meetings and be copied on emails. The technology team member will seek out innovative uses of technology to communicate plant-rich diet messages, such as using Comic Life to design messages using a comic strip or WeChat streams with simple animations and photos (e.g., <https://mp.weixin.qq.com/s/1STRx4EcC1En6OpJ8t42Vw>).

In addition, all students with the same leadership role will meet together to share strategies, challenges and what seems to be working, and in turn share what you have learned from “role mates” with your team members. You can imagine this as a 2x2 matrix in a workplace or volunteer organization. You have a unique role within your team, and you meet with all other colleagues who have the same role to learn from each other.

We have received funding from Engaged Cornell to support the team project. Check out the [Engaged Cornell resources for students](#)

COURSE REQUIREMENTS

In this three-credit course, you will choose a climate change action and implement it yourself and with one of your social networks (e.g., house mates, Instagram followers) as well as work with outside of Cornell partners to develop plant-rich diet educational media. Each week will feature required readings, online lectures, online discussion responses, as well as small group and full class discussion sessions.

Course Requirements

1. Participate in weekly Zoom meetings on Mondays. We may have occasional meetings during our Wednesday time slot, or use it for office hours. You can also use this time slot for your team meetings.
2. Participate in discussions on course platform including posting your own thoughtful answers and commenting on at least two other students answers each week. Discussion questions will require students to think critically about Drawdown climate solutions in the US and internationally, and about how spread of complex behaviors, social norms, social mobilization, social marketing, and social media influence climate behaviors.
3. Plan and conduct a climate action yourself and with one of your social networks, and assess the effectiveness and barriers to that action in a final presentation.

4. Contribute significantly to the team project focused on plant-rich diet.
5. Create a document or other media outlining your reflections on responsibility for climate/food justice.

GRADE DISTRIBUTION

Theme	Requirement	Percent of Grade
1. Zoom participation (15%)	Engage in weekly Zoom discussions and activities. If you are not able to access these meetings, we will arrange other assignments.	15
2. Canvas discussion (15%)	Engage in online Canvas discussion, including posting short, thoughtful answers to questions and commenting on two other students' answers.	15
3. Drawdown action project (25%)	a. Drawdown action plans and updates	10
	b. Drawdown action final evaluation and reflection report	15
4. Team project (40%)	a. Collecting, taste testing and compiling plant-rich diet recipes	15
	b. Creating plant-rich diet educational materials	20
	c. Professional collaboration with team members and community partners	5
5. Final Essay - Reflections on responsibility (5%)	Reflections on readings and discussion on climate and food justice ethics	5

Grade Descriptions

1. ZOOM participation (15%)

We (the instructors) value your ideas about the lectures and readings, and expect you to share your reactions, reflections, and what you learn each week. We also value your insights about the Drawdown action and team projects, and are available to help you think through your strategies. You are responsible for contributing to these discussions, both by sharing and thoughtfully commenting on other students' contributions. We view participation as critical and expect you to attend every class. If you are not able to attend a class, contact both instructors via email beforehand. If you are not able to access Zoom, please inform the instructors no later than the first day of class.

2. Canvas Discussion Board (15%)

Each week you will be asked to post your responses to two-three discussion prompts and to comment on at least two other students' response posts. Your grade for the discussion board will be based on whether your response is thoughtful and demonstrates critical thinking.

3. Drawdown action project (25%)

a. Action plan and updates (10%)

You will use a software program or word template to plan your action, and update your plan as you learn about new ways of influencing people.

b. Final evaluation and reflection report (15%)

Students will be required to write a short (5-page) reflection on the Drawdown action they chose, the network they implemented it in, the strategies and research (from the lectures and readings)

they applied, any assessment data from their implementation, and what lessons they learned from the project

4. Team project (40%)

- a. Collecting, taste testing, and compiling plant-rich diet recipes (15%)
Students will be required to work with international climate activists to collect recipes, taste test them under supervision of a nutritionist, and then compile them into a format that is accessible to English speakers globally.
- b. Creating plant-rich diet educational materials (20%)
In collaboration with community partners, students will compile plant-rich diet educational materials for public audiences.
- c. Professional collaboration with community partners and team members (5%)
Working with community partners to address social and environmental issues is integral to Cornell's community engagement mission. We expect students to respond in a timely and professional manner as they get to know and work with their community partners to develop educational materials for the partners' audiences. For example, Cornell Cooperative Extension-Warren County works with farm and rural communities north of Albany NY, and Sustainable Tapas is a new initiative that strives to reach urban professionals and the grocery industry in EU and other countries.

5. Final Essay - Reflections on Responsibility (5%)

Toward the end of the class, we will have several readings related to Iris Marion Young's social connection model of responsibility for (in)justices. You will reflect and state your position on ideas about shared and individual responsibility for climate and food justice.

Late Policy. Discussion posts should be submitted by 11:59pm on Saturdays and discussion comments should be submitted by 11:59 on Sundays, unless otherwise specified. This is critical because much of the class involves discussion of each of your responses to the Discussion Board posts, and you will need to read each other's posts. The team projects also depend on each student's timely contributions. Points will be taken off for late assignments. If there are documented emergencies or illnesses, or you anticipate other challenges, please discuss with us in advance.

Course Participation. An important aspect of a capstone course is the opportunity to meet and support peers. Please share your thoughts about course materials, your climate actions and team projects, your successes, and challenges you have faced when dealing with climate change issues.

Academic Integrity Policy. All students are expected to adhere to the University's Code of Academic Integrity, which states that any submission of work by a Cornell student for academic credit indicates that the work is the student's own. (<http://cuinfo.cornell.edu/Academic/AIC.html>). All outside assistance should be acknowledged and truthfully reported in all circumstances. Students who violate the code will be given a grade of zero for the assignment and/or a failing grade for the course.

FINAL NOTE. We (the instructors) realize that each of us reacts to the current crises and unrest in different ways. Also, some of us enjoy online learning, others may find it isolating and challenging. If the pandemic and current events are impacting your ability to learn, please let us know and we can support you to find resources to help. We look forward to working with all students to help you learn and engage meaningfully in our course climate and food projects.

Course Timeline

(Subject to minor changes)

Date/Topic (All assignments are DUE on day before Monday class meetings)	Online lectures, discussions, and readings
9/3 (W) Introduction to Class, Climate Change Science, and Climate Justice Class Discussion: Introduction to course and course projects	1. <u>Video lectures</u> <ol style="list-style-type: none"> a. None 2. <u>Readings</u> 3. <u>Discussion Board. Complete one post and comment on at least 2 other students' posts</u> <ol style="list-style-type: none"> a. <i>Introduction.</i> Introduce yourself. Include any particular skills you have or are interested in gaining related to project management and communication, creating educational materials, communication technologies, cooking, etc.
9/7 (Complete by 9/6) Climate Justice and Plant-rich Diet Class Discussion: Teamwork NOTE MIJIN CHA LECTURE, TUESDAY 9/8, 3:30-4:30	1. <u>Video lectures</u> <ol style="list-style-type: none"> a. Climate Change 101. Mike Hoffman (watch if you need refresher on climate change science) b. Climate Change: The Evidence. Mike Hoffman (watch if you need refresher on climate change science) c. Climate Justice – Annie Armstrong d. Green New Deal Explained. David Roberts, Rhiana Gunn-Wright 2. <u>Reading</u> <ol style="list-style-type: none"> a. "Climate Change: Causes, Impacts, and What Humans are Doing About it" from Climate Change Communication: A Guide for Educators by Armstrong, Krasny, and Schuldt. (read if you need background on climate change) b. Ch. 3, "What is Climate?" in Teacher Friendly Guide to Climate Change. by Don Duggan-Haas and Ingrid Zabel. Excerpt from pp. 27-41. (read if you need background on climate change) c. Climate Justice. UN Sustainable Development Goals d. Caney, Simon. "Climate Justice", The Stanford Encyclopedia of Philosophy (Summer 2020 Edition), Edward N. Zalta (ed.) e. Equitable Climate Action. Explore the website. Read plan for at least one sector (e.g., agriculture) f. A Green Stimulus to Rebuild Our Economy: An Open Letter and Call to Action to Members of Congress g. PRD. Willett, W., J. Rockström, B. Loken, M. Springmann, T. Lang, S. Vermeulen, T. Garnett, D. Tilman, F. DeClerck, A. Wood, M. Jonell, M. Clark, L. J. Gordon, J. Fanzo, C. Hawkes, R. Zurayk, J. A. Rivera, W. De Vries, L. Majele Sibanda, A. Afshin, A. Chaudhary, M. Herrero, R. Agustina, F. Branca, A. Lartey, S. Fan, B. Crona, E. Fox, V. Bignet, M. Troell, T. Lindahl, S. Singh, S. E. Cornell, K. Srinath Reddy, S. Narain, S. Nishtar and C. J. L. Murray (2019). "Food in the Anthropocene: the EAT–Lancet Commission on healthy diets from sustainable food systems." The Lancet 393(10170): 447-492. 3. <u>Discussion Board</u>

	<p>h. <i>Green New Deal</i>. The core of the Green New Deal is that economic and social justice needs to be addressed along with climate. Make an argument for why you agree or disagree with this statement drawing on a justice argument from Caney reading, and propose one policy that illustrates your argument.</p> <p>i. <i>Climate Justice</i>. What overlaps and differences do you see between discourse about climate justice in the global context and climate justice in the US context? (Feel free to access additional articles about climate justice and cite them in your response.)</p> <p>4. <u>Team Project</u></p> <ol style="list-style-type: none"> Guest Lecture/Activity: Teamwork online and in person Identify your preferred role on a team (partner communication, recipes, educational materials, technology)
<p>9/14</p> <p>Project Drawdown</p> <p>Food and Climate</p> <p>Class Discussion:</p> <p>Drawdown and related network action project</p> <p>Meet with community partners</p>	<ol style="list-style-type: none"> <u>Video Lectures</u> <ol style="list-style-type: none"> Project Drawdown. 2018. Paul Hawken. Drawdown Actions. Marianne Krasny. Plant-rich Diet Webinar, Fatima Delgado, Sustainable Tapas founder <u>Readings</u> <ol style="list-style-type: none"> Drawdown. (n.d.). "Solutions." from https://www.drawdown.org/solutions (explore website). Falk, J., et al. (2018). Exponential Climate Action Roadmap. Sweden, Future Earth: 108. PRD: McGregor, J. (2019). The Intersection of Environmental, Climate, and Food Justice. Food, Environment, and Climate Change: Justice at the intersections. E. Gilson and S. Kenenhan. Toronto, Rowman & Littlefield: 29-46. PRD: Wilkins, J. L. (2005). Eating Right Here: Moving from Consumer to Food Citizen. Agriculture and Human Values 22(3): 269-273. CRAAP. Checklist to use when evaluating a web resource (or ANY resource) PRD: Cornell Cooperative Extension—Warren County Nutrition Program (explore website) PRD: Sustainable Tapas (explore website) <u>Discussion Board</u> <ol style="list-style-type: none"> <i>Drawdown</i>. How are Drawdown solutions arrived at? Do you feel the process of choosing and ranking these solutions makes them credible and rigorous? Please explain your answers. <i>Critical thinking and credibility</i>. Please choose a statement from the McGregor reading that you question or disagree with. Write down the statement and page number where it occurs, and then describe an argument for why you question the validity of or disagree with the statement. If appropriate, apply CRAAP criteria. <i>Food Citizenship</i>. Jennifer Wilkins proposes the idea of food citizenship. If you were working for Cornell Cooperative Extension-Warren County, what strategies might you use to promote food citizenship among the rural population in your county? <u>Team Project</u> <ol style="list-style-type: none"> Meet with community partners

<p>9/21</p> <p>Network structure and behavior spread</p> <p>Class Discussion: (1) Behavior spread in clustered networks; (2) Who is responsible for food/climate justice?</p> <p>Team projects, roles, and management tools</p>	<ol style="list-style-type: none"> <u>Video lectures</u> <ol style="list-style-type: none"> Social networks and climate behaviors. Marianne Krasny. How Behavior Spreads: The Science of Complex Contagions. Damon Centola https://www.asc.upenn.edu/news-events/annenberg-video/faculty-videos/how-behavior-spreads-science-complex-congation Plant-rich diet webinar, Damon Centola <u>Readings</u> <ol style="list-style-type: none"> Centola, D. (2019). The truth about behavioral change. MIT Sloan Management Review 60(2): 1. https://search.proquest.com/docview/2161593928?accountid=10267 Popp, T. 2019. The virality paradox. The Pennsylvania Gazette. Mar/Apr: 42-49. http://thepenngazette.com/the-virality-paradox/ Networks Dynamics Group. https://ndg.asc.upenn.edu/ (Explore this website for additional information on complex contagion and behavior change. There is a free short Coursera course you can sign up for and view that covers the concepts in Centola's book.) Centola, D. (2018). How Behavior Spreads: The Science of Complex Contagions. Princeton, NJ, Princeton University Press. (you can download the e copy if you want to learn more about Centola's work. There are also many related papers on the Networks Dynamics Group or Centola website.) PRD. Ankeny, R. A. (2019). From Food Consumers to Food Citizens: Reconceptualizing environmentally conscious food decision-making. Food, Environment, and Climate Change: Justice at the intersections. E. Gilson and S. Kenenhan/. Toronto, Rowman & Littlefield: 267-280. PRD. Gilson, E. (2014). "Vote With Your Fork? Responsibility for Food Justice." Social Philosophy Today 30: 113-130. <u>Discussion board</u> <ol style="list-style-type: none"> <i>Diffusion of behaviors</i>. In Centola's article "The truth about behavior change," he offers four explanations for why behaviors diffuse through small networks with strong ties rather than large networks with weak ties. Please reflect on each of these mechanisms as applied to what you have observed about climate change or other environmental behaviors. <i>Complex contagions application</i>. How might you apply Centola's work on complex contagions to your climate network action? How large is your network? How tightly connected are its members? <i>Vote with your Fork</i>. Outline Gilson's argument about who is responsible for food (in)justice and state the consequences of that for how individuals should address food injustice. <u>Team Project</u> <ol style="list-style-type: none"> Decide on team members and community partners for each team. <u>DD Action Project</u> <ol style="list-style-type: none"> Identify your Drawdown action and implementation network
<p>9/28</p> <p>Social mobilization</p>	<ol style="list-style-type: none"> <u>Video lecture</u> <ol style="list-style-type: none"> Social mobilization. Marianne Krasny Plant-rich diet webinar, Robert H Frank <u>Readings</u>

<p>Class discussion: Applying PANIC principles to your DD action and team project</p> <p>Introduction to recipe collecting and testing (Yue Li, Wendy Wolfe and Heather Kolakowski)</p> <p>Present team project strategies and timeline</p>	<ol style="list-style-type: none"> a. Rogers, T., N. J. Goldstein and C. R. Fox (2018). Social Mobilization. Annual Review of Psychology 69(1): 357-381. https://www.annualreviews.org/doi/full/10.1146/annurev-psych-122414-033718 b. Sheppard, S., D. M. Iype, S. Cote and J. Salter (2015). Special Report – A Synthesis of PICS-Funded Social Mobilization Research. Victoria, BC, Pacific Institute for Climate Solutions. https://pics.uvic.ca/sites/default/files/Soc.%20Mob.%20Report%20_0.pdf c. Sussman, R., R. Gifford and W. Abrahamse (2016). Social Mobilization: How to Encourage Action on Climate Change. Victoria, BC, Pacific Institute for Climate Solutions: 20. https://pics.uvic.ca/research/publications/white-papers (scroll down to 2016.) NOTE: This is a 20-page report; Rogers et al 2018 reference goes into social mobilization in more depth. d. PRD. Krasny, ME. in preparation. Plant-rich diet chapter. Cornell University Press. <ol style="list-style-type: none"> 3. <u>Discussion Board</u> <ol style="list-style-type: none"> a. <i>PANIC and Complex Contagion</i>. How do the PANIC principles relate to the social networking/complex contagion explanations and recommendations of Centola and Frank? Are they saying the same thing using different language? Do they add to each other? b. <i>Social mobilization principles application</i>. The Rogers reading proposes five guiding principles for social mobilization, which the authors summarize as “PANIC.” Take one or more of the PANIC principles and apply them to your action planning. (For example, under “N” or “Normative,” they suggest reminding people of shared values and beliefs about how a group behaves, and under “C” or “Connected,” they talk about influential people in a social network. How might these or other PANIC principles be applied to your action? Please state what principle(s) you are applying in your answer. 4. <u>Team Project</u> <ol style="list-style-type: none"> a. Develop team strategy and timetable—worksheet/Slack 5. <u>DD Action Project</u> <ol style="list-style-type: none"> a. Describe how you might apply PANIC principles in your DD action project (see Discussion Board).
<p>10/5</p> <p>Social norms</p> <p>Class Discussion: Trending/dynamic norms and Plant-rich diet (or other Drawdown Action)</p>	<ol style="list-style-type: none"> 1. <u>Video Lecture</u> <ol style="list-style-type: none"> a. Social influence and norms. Xoco Shinbrot b. Plant-rich Diet Webinar, Elizabeth Fox 2. <u>Readings</u> <ol style="list-style-type: none"> a. Cialdini, R. (2001). Harnessing the science of persuasion. Harvard Business Review October, 2001: 10. b. Nolan, J. M et al. (2008). Normative Social Influence is Underdetected. Personality and Social Psychology Bulletin 34(7): 913-923. c. Frantz, C. M., & Mayer, F. S. (2009). The emergency of climate change: Why are we failing to take action? Analyses of Social Issues and Public Policy, 9(1), 205-222.

<p>Team project progress, new ideas</p> <p>Recipe collecting</p>	<ul style="list-style-type: none"> d. Sparkman, G. and G. M. Walton (2017). Dynamic Norms Promote Sustainable Behavior, Even if It Is Counternormative. Psychological Science 28(11): 1663-1674. e. Mortensen, C. R., R. Neel, R. B. Cialdini, C. M. Jaeger, R. P. Jacobson and M. M. Ringel (2019). Trending Norms: A Lever for Encouraging Behaviors Performed by the Minority. Social Psychological and Personality Science 10(2): 201-210. f. Higgs, S. (2015). Social norms and their influence on eating behaviours. Appetite, 86, 38-44. doi:https://doi.org/10.1016/j.appet.2014.10.021 g. PRD. McCarthy, J., & Dekoster, S. (2020). <i>Nearly One in Four in U.S. Have Cut Back on Eating Meat</i>. Retrieved from Washington, DC: https://news.gallup.com/poll/282779/nearly-one-four-cut-back-eating-meat.aspx. <ol style="list-style-type: none"> 3. <u>Discussion Board</u> <ul style="list-style-type: none"> a. <i>Identify social norms</i>. What injunctive, descriptive, and/or trending social norms influence your climate or other environmental behaviors? b. <i>Social norms application</i>. How will you apply what you learned about social norms to your climate action? 4. <u>Team Project</u> <ul style="list-style-type: none"> a. Report on progress in implementing plan 5. <u>DD Action Project</u> <ul style="list-style-type: none"> a. Describe how you might apply social norm and plant-rich diet readings/lectures in your action project (see Discussion Board).
<p>10/12</p> <p>Social marketing</p> <p>Team Projects: Each team presents plan for materials to be developed including recipe testing and educational materials</p> <p>Any new and delicious recipes?</p>	<ol style="list-style-type: none"> 1. <u>Video Lectures</u> <ul style="list-style-type: none"> a. Social marketing. Xoco Shinbrot b. Plant-rich Diet webinar, Jennifer Wilkins 2. <u>Readings</u> <ul style="list-style-type: none"> a. McKenzie, M. (2010). Fostering Sustainable Behavior: Community-based social marketing. from http://www.cbsm.com/book/preface. <i>Look at commitments, norms, prompts and incentives specifically</i>. b. Corner, A. and A. Randall (2011). Selling climate change? The limitations of social marketing as a strategy for climate change public engagement. Global Environmental Change 21(3): 1005-1014. c. Weinreich, N. (n.d.). Supercharge youth social impact: Using social marketing for behavior change. Weinreich Communications. d. Krasny, M. E. (2019). Social Influence, Social Marketing, and Social Mobilization: A Quick Summary for Cornell Climate Online Fellows. Ithaca NY, Cornell University: 4. e. PRD. Menus of Change website. (explore website) 3. <u>Discussion Board</u> <ul style="list-style-type: none"> a. <i>Social marketing principles</i>. The Weinreich reading proposes three Social Marketing Principles: Focus on behavior change (awareness is overrated); Understand your audience (be more specific than “general public”); and Keep the social in social marketing (reinforce social norms and use social media to spread a behavior). Take one or more of the marketing principles and apply them to your action planning. Please state what principle(s) you are applying

	<p>in your answer. (Extra: You can also comment on how the social marketing principles relate to the complex contagion, social mobilization, and social influence principles from previous weeks—see my summary of three of these approaches in the readings.)</p> <ul style="list-style-type: none"> b. <i>Social marketing application.</i> How will you apply what you learned about social marketing to your climate action? Talk to members of your target audience and ask about the barriers and benefits to engaging in the behavior. What are those barriers and what strategies might you use for overcoming them? What potential repercussions or boomerang effects would you expect if any? How would you address them? c. <i>Plant-rich diet or other Drawdown solution.</i> Summarize the arguments for promoting a plant-rich diet. If you have chosen plant-rich diet for your DD action, which arguments do you think will be most salient for your DD Action Project network, and which do you think would not resonate with them. Please explain why (e.g., based on the network demographics, norms, etc). If you have not chosen plant-rich diet, please answer the same questions for your team project, given your understanding of the demographics you will be working with. <p>4. <u>Team Project</u></p> <ul style="list-style-type: none"> a. Applying plant-rich diet arguments (see Discussion Board). <p>5. <u>DD Action Project</u></p> <ul style="list-style-type: none"> a. Describe how you might apply social marketing and plant-rich diet in your action project (see Discussion Board).
<p>10/19</p> <p>Social Media</p> <p>Influencers and regular people on social media</p> <p>Social media influences and social network behavior spread</p>	<ul style="list-style-type: none"> 1. <u>Video Lecture</u> <ul style="list-style-type: none"> a. The secret to online influence, Franc Carreras 2. <u>Readings</u> <ul style="list-style-type: none"> a. Enjolras, B., K. Steen-Johnsen and D. Wollebæk (2013). Social media and mobilization to offline demonstrations: Transcending participatory divides? New Media & Society 15(6): 890-908. b. Young, W., S. V. Russell, C. A. Robinson and R. Barkemeyer (2017). Can social media be a tool for reducing consumers' food waste? A behaviour change experiment by a UK retailer. Resources, Conservation and Recycling 117: 195-203. c. Bedard, S. A. N. and C. R. Tolmie (2018). Millennials' green consumption behaviour: Exploring the role of social media. Corporate Social Responsibility and Environmental Management 25(6): 1388-1396. d. Wijaya, S. W., J. Watson and C. Bruce (2018). Understanding empowerment in social media context: lessons from Indonesian migrant domestic workers. International Journal of Web Based Communities 14(2): 172-195. e. Zhang, N. A. N. and M. M. Skoric (2018). Media use and environmental engagement. International Journal of Communication 12: 380-403. 3. <u>Discussion Board</u> <ul style="list-style-type: none"> a. <i>Social media to influence others.</i> What types of social media do you use? Have you ever tried to use social media as a means to mobilize or influence

	<p>your “friends?” Have you yourself ever been mobilized or influenced through social media? Was there an informational, emotional, or other type of influence? Please briefly describe how you may have influenced others or they influenced you.</p> <p>b. <i>Social media application</i>. How will you apply what you learned this week to your action plan?</p> <p>4. <u>Team Project</u> TBD</p> <p>5. <u>DD Action Project</u></p> <p>a. Describe how you might apply social media in your DD action project (see Discussion Board).</p> <p>b. Update plan as needed</p>
<p>10/26</p> <p>Choice Architecture</p> <p>Practice theory</p> <p>Comparing choice architecture, practice theory, network, and norms approaches to changing practice/behavior.</p> <p>Updates on team and DD action projects</p>	<p>1. <u>Video Lectures</u></p> <p>a. Are We in Control of our own Decisions? Dan Ariely. Ted Talk</p> <p>b. A Brief History of Nudge. Learn the power of nudge to win at behavioral change</p> <p>2. <u>Readings</u></p> <p>a. The Behavioural Insight Team. 2018. Behavioural Insight’s Team: Annual Report 2017-2018.</p> <p>b. Love Food Hate Waste website</p> <p>c. Garnett, E. E., Balmford, A., Sandbrook, C., Pilling, M. A., & Marteau, T. M. (2019). Impact of increasing vegetarian availability on meal selection and sales in cafeterias. <i>Proceedings of the National Academy of Sciences</i>, 116(42), 20923-20929</p> <p>d. Thaler, R. H., & Sunstein, C. R. (2009). <i>Nudge: Improving decisions about health, wealth, and happiness</i>. Penguin.</p> <p>e. Krasny, ME. In preparation. Food Waste. Network Climate Action book chapter (explains practice theory)</p> <p>3. <u>Discussion Board</u></p> <p>a. <i>Nudge</i>. What nudge or choice architecture strategies would you use in your action plan? If you do not think these strategies are possible, explain why.</p> <p>b. <i>Food waste and plant-rich diet</i>. Menus of Change is a collaboration between chefs and researchers to promote plant forward diet and Love Food Hate Waste is an initiative (originally from the UK but now in other countries) that promotes food waste reduction. From visiting their websites, describe, compare, and where appropriate critique the behavior/practice change strategies they use.</p> <p>4. <u>Team Project</u></p> <p>a. Report on progress in implementing plan</p> <p>5. <u>DD Action Project</u></p> <p>a. Describe how you might apply choice architecture in your DD action project (see Discussion Board)</p> <p>b. Update plan as needed</p>
<p>11/2</p> <p>Knowledge/attitude/behavior gap</p>	<p>1. <u>Video Lectures</u></p> <p>a. Types of knowledge, Marianne Krasny (from EEO course)</p> <p>b. Altitudes</p>

	<p>c. Behaviors & Action (Optional)</p> <p>2. <u>Readings</u></p> <p>a. Krasny, ME. 2020. Knowledge, Critical Thinking, and Systems Thinking, in Advancing Environmental Education Practice. Cornell University Press.</p> <p>b. Kollmuss, A. and J. Agyeman (2002). "Mind the Gap: Why do people act environmentally and what are the barriers to pro-environmental behavior?" Environmental Education Research 8(3): 239-260.</p> <p>3. <u>Discussion Board</u></p> <p>a. <i>Knowledge</i>. Given the relatively weak relationship between knowledge and behavior change, what is the role of knowledge in your team project? Your DD action project?</p> <p>b. <i>Thinking</i>. How might you apply critical and systems thinking to your team project and your action project?</p> <p>4. <u>Team Project</u></p> <p>a. Report on progress and any changes made</p> <p>5. <u>DD Action Project</u></p> <p>a. Report on progress and any changes made</p>
<p>11/9</p> <p>Evaluation and Theory of Change</p> <p>Class discussion</p> <p>Present final plans for team and DD action projects</p>	<p>1. <u>Video Lectures</u></p> <p>a. Evaluation/ Theory of Change? (lectures from EEO MOOC)</p> <p>2. <u>Readings</u></p> <p>a. Krasny, ME. 2020. Evaluation, in Advancing Environmental Education Practice. Cornell University Press.</p> <p>b. Krasny, ME. 2020. Theory of Change, in Advancing Environmental Education Practice. Cornell University Press.</p> <p>3. <u>Discussion Board</u></p> <p>a. <i>Theory of Change</i>. Construct your Theory of Change for your Drawdown Action project including diagram and explanation, based on what you have learned about networks, behavior spread, and behavior influence.</p> <p>b. <i>Evaluation</i>. Describe your evaluation methods and results reporting strategy for your DD action project.</p> <p>6. <u>Team Project</u></p> <p>a. Report DUE: final plan, progress to date in implementing plan, and plans for completing team project before winter break.</p> <p>7. <u>DD Action Project</u></p> <p>a. Develop theory of change and evaluation methods (see Discussion Board).</p> <p>b. Begin implementing project in network</p>
<p>11/16, 11/23, NO CLASS</p> <p>Work on team and DD action projects.</p> <p>Taste test recipes with family/friends.</p>	<p>1. <u>Video Lectures</u></p> <p>a. None</p> <p>2. <u>Readings</u></p> <p>a. None</p> <p>3. <u>Discussion Board</u></p> <p>a. None</p> <p>4. <u>Team project progress</u></p> <p>5. <u>DD action project progress</u></p>

11/30 Justice and responsibility Project updates	<ol style="list-style-type: none"> 1. <u>Video Lectures</u> <ol style="list-style-type: none"> a. None 2. <u>Readings</u> <ol style="list-style-type: none"> a. Young, I. M. (2006). "Responsibility and Global Justice: a social connection model." <i>Social Philosophy and Policy</i> 23(1): 102-130. b. McKeown, M. (2018). "Iris Marion Young's "Social Connection Model" of Responsibility: Clarifying the Meaning of Connection." <i>Journal of Social Philosophy</i> 49(3): 484-502. c. Zheng, R. (2018). "What is My Role in Changing the System? A New Model of Responsibility for Structural Injustice." <i>Ethical Theory and Moral Practice</i> 21(4): 869-885. d. Who's to Blame for Climate Change? 2019. Climate Pledge Collective 3. <u>Discussion Board</u> <ol style="list-style-type: none"> a. <i>Shared responsibility.</i> Young uses the example of sweatshop workers to illustrate her social connection model of shared responsibility, stating that all actors from workers to small businesses to multinationals to consumers share responsibility for the bad labor conditions in sweatshops, and that each should take action that makes sense given their power, privilege, interest, and collective ability. Describe how you would apply Young's social connection model to climate change (or a climate change issue like drought and small farmers). b. <i>Your and Cornell's responsibility.</i> Given Young' arguments, how would you describe your own responsibility and that of Cornell University for climate change.
12/7 Who is responsible for climate injustice?	<p><u>Final Essay assignment --Refer to 11/30 readings and 11/30 and 12/7 zoom meetings-- 3 pages DUE December 17</u></p> <p>The Climate Pledge Collective suggests that people should take action at multiple levels to address climate change. Young claims we are all responsible for injustices and should all play a role in addressing them, whereas Zheng claims we should "strive to do our best" and "push the boundaries" in each of our roles (e.g., student). Given what you have learned in this class, please describe briefly the most effective actions that you feel you could take, given your power, privilege, interests, and collective abilities, as a student and in one other role (e.g., intern, sports team player, family member). What might be some helpful factors and barriers to you carrying out those actions? What actions will you not take and why not?</p>
12/14	Finish and present to class action and team projects
12/17-12/23	Complete your project reports