

GEOG 450/ESP 450
SUSTAINABILITY & SOCIAL JUSTICE THROUGH SOCIAL ACTION
Fall 2025 SYLLABUS



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| Instructor: Dr. Lily House-Peters, Ph.D. | Email: Lily.HousePeters@csulb.edu |
| Class Meetings: Tues/Thurs 3:30-4:45pm | Class Location: LA1-304 |
| Office Hours "STUDENT HOURS": In person, LA1-137, Tues, 2-3pm & Thurs, 1-2pm; Or, by appointment (Please <i>email</i> for appt) | |

Tell me and I forget. Show me and I remember. Involve me and I understand.
Xun Kuang, 312-230 BCE (Confucian philosopher)

Power concedes nothing without a demand. It never did and it never will.
Frederick Douglass

COURSE DESCRIPTION & GOALS

This upper division, capstone course is designed to provide you with a strong basis in the concepts, theories, and foundations of environmental sustainability and social justice. The overarching goal of the course is to provide you with the knowledge, skills, and real-world experience to critically evaluate complex social and ecological problems stemming from environmental/climatic change and assess competing alternative solutions, *paying close attention to intersections with and implications for social justice and environmental justice.*

Using an interdisciplinary lens, drawing on the natural sciences and social sciences, you will be introduced to useful concepts, methods, and real-world experiences to analyze pressing environmental and social problems. Through the semester-long process of developing and enacting a social action campaign focused on a relevant issue at the intersection of sustainability and social justice, you will have the opportunity to integrate knowledge and skills with real-world action and civic engagement.

Experiential and active modes of learning are central to this class, with the goal of creating a learning environment that allows you to see and experience the relationship between theory and real-world conditions. Central to this course will be the development and enhancement of critical thinking and problem-solving skills and the promotion of civic engagement and personal empowerment. This project-based class offers students the opportunity to practice democracy and collective action on issues related to environmental justice, social justice, and climate change. Students will learn how to create and launch a social action campaign for change.

The social action campaign project gives students the opportunity to try to enact or change a

policy (i.e., a rule, regulation, norm, or practice of an institution) in their community. The intent of the social action project is to develop a deeper appreciation of public policy and community change and learn through a direct experience of democracy. Thus, this class is an action-oriented, solutions-based course on climate change.

What is social action? And Why is it Important?

Social action is people working together to tackle an issue and bring about change in society, policies/rules, governance, or institutions. These are critical levers when it comes to developing sustainable solutions for climate change, environmental justice, and social justice, more broadly. A key focus of the course is the possibility of making a difference and creating change through social action. For example, addressing the climate crisis requires widespread transformations in our current unsustainable practices and policies. Such transformative changes depend on the efforts of many actors across different sectors, scales, and levels in a society.

There is no political ideology for social action. Students develop and choose what campaigns to work on and can change campaigns at any point in the semester. My role, as your professor, is to offer guidance about strategy and tactics, and to help students consider the variety of options available, with the students deciding on how to best move forward. The campaign you choose to work on may come from any political ideology (left, right or center); what is important is that you have a real-world opportunity to learn about democracy, power and change. The course activities are designed to empower students to believe that collective action is possible, and to give students the opportunity to be active participants in their education. By integrating experiential components into the course, you will have the opportunity to learn by doing!

This course is part of a [larger set of courses on social action across US university campuses](#) that have already been offered and are being offered. Feel free to browse this [list of student campaigns at other universities](#). Following a general model that has been tried and applied at other institutions, the social action campaign project for our class will involve the following steps:

1. conduct issue development
2. build power
3. select and implement various strategies and tactics
4. conduct research (e.g., stakeholder analysis, power map, target analysis)
5. work with media organizations and outlets
6. design and perform campaign; and
7. evaluate and reflect on the experience.

COURSE LEARNING OBJECTIVES:

Upon successful completion of this course, you will be able to:

- **Identify** and **describe** major, current ecological issues, including climate change, relating to the current and future human condition, e.g. food systems, water systems, energy systems;
- **Identify, characterize, and explain** multiple conceptual and methodological approaches to examining environmental sustainability and social justice;
- **Apply** an interdisciplinary set of concepts, tools, and theories to **analyze** complex environmental problems
- **Compare** and **Contrast** alternative viewpoints and their implications for environmental sustainability and social justice
- **Debate** strategies by which a more equitable, just, and sustainable future can be achieved;
- **Adapt** and **apply** skills, abilities, theories, and/or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.

Social Action Learning Objectives:

- **Identify** and **develop** a social action goal for advancing a positive environmental, climate, and/or social issue and explain why this goal is important
- **Co-design** and **implement** a social action campaign by identifying an issue for social action, researching the issue, building power, creating campaign strategies and tactics, and running

the campaign

- **Reflect** on your own values, skills, and aspirations as engaged citizens and how to apply your professional skills for the betterment of the environment and society
- **Reflect** on the effects of the campaign and analyze reasons for the campaign's outcomes

COURSE FORMAT (IN PERSON, with possibility of some Zoom sessions)

This class is scheduled to meet Face-to-Face on campus during Spring semester. Given that respiratory viruses (such as Covid19 and Influenza) continue to circulate and other types of natural disasters are always possible, there may be times that our class has to revert to Zoom meetings. Hopefully this will not be the case, but it is always good to be prepared and ready to adapt as needed.

If you are sick, please reconsider coming to campus and if you must come to campus, please wear a face mask inside to protect others. Prioritize rest and recovery, your health comes first!

I highly encourage exchanging email/cell phone/whatsapp contacts with other students in the class to create a buddy system or small support group. This way if you miss a class or have questions about an assignment, you can contact another classmate for assistance, in addition to contacting your professor.

REQUIRED TEXTS

There is one required text to buy for this class:

- Myers-Lipton, Scott. CHANGE! A Student Guide to Social Action, ISBN: 9781138297296

You may purchase a new, used or e-copy of the book.

The rest of the assigned materials (articles, book chapters, videos/documentaries) will be provided on our course's Canvas page under the associated weekly module.

CANVAS

Please make sure that you are able to access the Canvas course pages for our GEOG/ESP 450 class. I will utilize Canvas to post announcements, the course schedule and reading list, assignments, readings, grades, and other useful information. Many assignments will be submitted through Canvas during the semester and you will often receive my feedback on assignments via Canvas.

Important items and announcements may be sent via email through Canvas, so please make sure that your current email address (the email account that you frequently check) is on file with the University. Also remember to check your "Junk Email" box, as sometimes messages can accidentally end up in there.

For help with CANVAS, please see the [Canvas at the Beach](#) and the [Learning in Canvas](#) websites.

COURSE EXPECTATIONS

Your Role: To succeed in this class, it is important that you regularly attend all class meetings. Being proactive and having open communication is important to your success in this class. Communicate with me and with your group members if you need to miss class or are experiencing something that is impacting your success in the course.

This is a capstone course which is founded on experiential, inquiry-based and active learning. I strive to create a class atmosphere where students feel comfortable asking questions when you don't understand something. I also highly encourage you to participate in discussions and group activities, work closely with your research team on collaborative assignments, and complete and submit your assignments on time. Be sure to let me know if you are having trouble completing assignments or need an extension.

My Role as the Instructor: My role is to help guide you through the material and through your projects, helping you develop skills along the way. To do this, I will: provide you with timely feedback on assignments and assessments (*most assignments will be returned within 14 days*); respond to emails promptly (*generally within 24-48 hours, but on weekends it may take up to 72 hours*); provide you with opportunities to hone soft skills, respect your time by starting and ending class on time, and be available during zoom office hours and over to answer questions and discuss anything that is impacting your learning and/or success in the class.

OFFICE HOURS ARE "STUDENT HOURS"

Office hours are student hours! These hours are for you. Office hours are an excellent opportunity for one-on-one instruction and discussions between student and professor. Attending office hours has been shown to increase success in course work.

Sometimes office hours must be cancelled due to unforeseen events. In these cases, a notice will be posted in Canvas Announcements, and a notice will be posted on my office door (LA1-137).

Fall 2025 Office Hours:

- **Tues: 2-3pm,** In person drop in, LA1-137 (email to meet on Zoom)
- **Thurs: 1-2pm,** In person drop in, LA1-137 (email to meet on Zoom)
- **By appointment,** please email me (lily.housepeters@csulb.edu) to make an appointment.

COURSE GRADE ITEMS:

Your course grade is based on the successful completion of the assigned course activities:

In-Class Activities & Exercises (35%): will comprise group work, exercises, and other assignments. We will often use in-class time for collaborative assignments and group work– you must be present to participate! These in-class assignments will include peer-evaluation, collaborative activities to complete components of the final project, and other activities related to your campaign development (*Class attendance is mandatory*)

Campaign Action Reflection Journal Entries (15%): The journal assignments are meant to encourage on-going self reflection and the application of theory to practice, as you move through the stages of developing and enacting your social action campaign.

You will complete 3 journal entries (1-2 pages each) over the course of the semester. Journal prompts will ask to you to relate relevant course concepts and material to your on-the-ground experience developing your campaign.

| Campaign Action Reflection Journal | Due Date |
|---|-------------------|
| Campaign Action Reflection Journal 1 | Sept 30, 2025 |
| Campaign Action Reflection Journal 2 | Oct 30, 2025 |
| Campaign Action Reflection Journal 3 | December 11, 2025 |

Policy Brief (20%) is a 1,500 word (5 pages double-spaced, 12-point font) written assignment completed outside of class. The policy brief will include a summary, evaluation, and argument in favor/against a current policy issue that affects both environmental sustainability and social justice. You will complete 1 policy brief over the course of the semester.

Collaborative Project: Social Action Campaign (30%) group project (3-6 person groups) focused on developing and enacting your social action campaign. Project components will include issue development, case study research, campaign development, and campaign enactment.

| Assignment Description | % of Course Grade |
|--|-------------------|
| In-Class Activities & Exercises | 35% |
| Campaign Action Reflection Journal Entries | 15% |
| Policy Brief | 20% |
| Collaborative Project | 30% |

Course Grading Scale

| Letter Grade | Total Percent |
|--------------|---------------|
| A | 89.6-100% |
| B | 79.6-89.5% |
| C | 69.6-79.5% |
| D | 59.6-69.5% |
| F | <59.5% |

TECHNOLOGY REQUIREMENTS & SUPPORT

If at any time during the course you need general technical assistance, please contact the [CSULB Technology Help Desk](#) online or by phone at 562-985-4959. For help with CANVAS, please see the [Canvas at the Beach](#) and the [Learning in Canvas](#) websites.

Tips for Being Successful in this Course:

Success in this course requires your active participation and preparation by arriving to class on time, completing the readings in advance AND having access to the reading assignments IN CLASS (paper copies or electronic versions), and participating in class discussions. All assignments will be discussed in class and posted on Canvas.

Note-Taking

Research has found that there is an important cognitive connection between handwriting notes and memory in the brain. Handwriting notes stimulates neural pathways in different ways than digital notetaking. Here is some interesting research!

- <https://www.scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning/>
- <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

To be successful in the course, *come prepared to take notes and participate in active learning activities*, including group work, debates, and discussions. You should always have a pen/pencil and paper with you when you come to class.

What is the best way to communicate with the instructor?

The best way to reach me is via email (lily.housepeters@csulb.edu), or by attending "student hours". You can also pose questions to the Q&A Discussion Forum on Canvas.

Do I need to do the reading?

Yes. *Absolutely*. Reading is central to your college experience. Thinking through the information and ideas in the reading enhances your knowledge and the classroom discussions. All reading is due by the date it is listed on the syllabus. In other words, come to class prepared by having finished the assigned reading *before you arrive*. Reading also helps you to become a better writer!

What is critical thinking ... and how do I do it?

Critical thinking is the ability to use information, data, philosophy, science, and other forms of education to thoughtfully consider disparate points of view. Critical thinking is developed and improved over a lifetime. It's about weighing pros and cons, being willing to consider countervailing evidence, and intellectual nuance. It is the ability to hold two contradictory thoughts at the same time, and the understanding that a belief we held to be true might shift when presented with new, reliable information. Throughout this course you will be asked to develop and hone your critical thinking skills to consider and engage with different perspectives, some of which you may agree with and others you may not, to understand the diverse ways in which humans understand and interact with the environment.

What support and resources exist on campus?

Being a student during these historically disruptive times can be a very stressful experience. There are many resources on campus designed to support you, including food insecurity, housing insecurity and homelessness, mental health services, tutoring services, accommodations for a wide range of disabilities. The resources listed below are just a sample of the many resources available. If you are unsure how to access these services, I am always happy to meet with you during office hours or another scheduled time to help you.

As a student you may experience a range of challenges that may raise questions related to continued learning. These might include a variety of general student concerns like, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. You may find the workload in this class and other classes potentially overwhelming at times. Or you may find yourself struggling to balance work, school, and other activities. **[Counseling and Psychological Services \(CAPS\)](#)** is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling (562) 985-4001 (24-Hour access to a counselor by phone) or by visiting the website: <http://www.cla.csulb.edu/resources/now/> *Asking for help is a sign of strength, not weakness.*

A number of excellent resources exist across campus to provide you with support:

- **Campus Assessment, Response and Evaluation for Students Team (CARES)** (<http://web.csulb.edu/divisions/students/cares/>)
- **CSULB Career Development Center** (<http://www.careers.csulb.edu/>)
- **Basic Needs Program** (<https://www2.calstate.edu/impact-of-the-csu/student-success/basic-needs-initiative/Pages/campus-resources.aspx>)
- **ASI Beach Food Pantry:** <http://asicsulb.org/corporate/resources/beach-pantry>
- **Accommodations for Disabilities** (Bob Murphy Access Center (BMAC): BMAC@csulb.edu, (562)985-5401, <http://web.csulb.edu/divisions/students/dss/>)
- **Beach Transfer Transition Center (BTTC),** <https://www.csulb.edu/undergraduate-advising/university-center-for-undergraduate-advising-ucua/beach-academic-resource-0>
- For Dreamers/DACA students, **the Dream Success Center** is available to offer resources and support, including access to lawyers with expertise in immigration: <http://web.csulb.edu/divisions/students/dream/>
- **Improve your writing skills:** [Writer's Resource Lab](#)
- **Tutoring,** language skills & supplemental instruction: [Learning Assistance Center](#)
- **Improve your Oral presentation skills:** [Hauth Center for Communication Skills](#)

Please Review and Comply with the Following Course Policies

Late work & Make-up Exam Policy: If you think you are going to have difficulty meeting a deadline, please be proactive and let me know ahead of time. Deadline extensions and make-up exams can be scheduled if needed, but it is important that I know your needs and that we can work together to come up with a plan when extensions or make-ups are needed. Communication is key! Please contact me about the situation so that we can work together to create a plan for success.

Cheating, Plagiarism & Academic Integrity Policy – ChatGPT/Artificial Intelligence: Academic dishonesty will not be tolerated. Cheating and plagiarism are serious offenses and are governed by the policy on cheating and plagiarism (PS85-19). Penalties will range from a grade of zero on the assignment or quiz, or in extreme cases a referral to the Office of the Dean of Students. Please familiarize yourself with the [CSULB Plagiarism & Academic Integrity Policy](#).

This includes plagiarism (using the ideas or work of another person or persons as if they were your own, without proper citation), cheating on exams, copying assignments, submitting work prepared for another course, or submitting work prepared by someone other than you. The penalty for cheating and plagiarism will range from an "F" on the assignment to an "F" in the course depending on the severity of the offense.

ChatGPT/AI Tools: AI text generators such as Chat GPT can be used to facilitate learning but are also often misused. AI could be used to clarify concepts or as a grammar check but should not be used to write any text required in this class. This is regarded as plagiarism and "turn it in" can detect use. If you use AI tools for an assignment, properly document how you used the AI tool.

During our class, we will experiment with Microsoft CoPilot (an AI Tool available to the CSULB community) and discuss how AI tools can be useful and as well as their limitations. Given that our class takes issues of environmental justice, social justice, and climate change seriously, we will also discuss the bigger problems of Artificial Intelligence in relation to its negative environmental impacts, climate impacts and fossil fuel use, and how it can actually lead to worse social justice and equity outcomes. Balancing the pros and cons of AI in an informed way is extremely important.

Important University Resources & Policies: *Please carefully read and familiarize yourself the CSULB policies! It is your responsibility as a student to know and comply with these policies.*

Inform me of any Accommodations Needed: Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of the CSULB Bob Murphy Access Center (BMAC) (<http://www.csulb.edu/divisions/students/dss/>). Email (BMAC@csulb.edu) & phone (562) 985-5401.

Statement of Non-discrimination: CSULB is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the [Office of Equity & Compliance](#) at (562) 985-8256, CSULB Foundation 6300 State University Drive Suite 220 Long Beach, CA 90815.

Statement on Undocumented Students: I know this is a very scary and difficult time for many people given the ICE occupation of Los Angeles. I aim to make our classroom a safe and inclusive space and support the success of aIf you are undocumented and need assistance with successfully completing courses or a degree at CSULB, the staff of the Dream Success Center can help you with advising, campus services, legal immigration support, and other university resources. Visit the Dream Success Center in the Student Success Center, room 290, contact them at (562) 985-5869 or via email at dream@csulb.edu. For more information, please visit <https://csulb.edu/dream>.

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking: Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus

confidential Victim's Advocate is available to help. Jaqueline Urtez (email: advocate@csulb.edu, phone: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Eliminating Anti-Blackness at CSULB

Faculty at CSULB strive to create an environment that supports meaningful dialogue grounded in research, academic inquiry, and mutually respectful relations. We also strive to remain conscious of and attentive to the damage that anti-Blackness does to the lives of our students, faculty, staff, administrators, and their related communities. We recognize and acknowledge anti-Blackness as being endemic to "how all of us make sense of social, economic, historical, and cultural dimensions of human life" (ross, *New York Times*, 2020). We recognize and acknowledge anti-Blackness as being endemic to the history of the university as an institution. Faculty at CSULB denounce anti-Blackness and racial violence in all forms and stand in solidarity with Black communities in the fight for racial justice, equality, and equity. We pledge to remake our institution as one that values, honors, and supports Black lives. We recognize the impact of anti-Blackness on our students, and we invite them to dialogue with their professors as we work to make our classrooms anti-racist and dignity-affirming spaces.

CSULB's Department of Africana Studies, located at PSY 306, and OMA's Black Resource Center (contact Jeremy Scruggs in USU 224 for access) are available as resources for the cultural grounding, growth, and development of our students.

Gender Pronouns

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for Canvas and MyCSULB without a legal name change, to submit a request go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Fall 2025 Course Schedule

This schedule is meant to represent an overview of the course and is subject to modification by the instructor. Any changes will be discussed in class and posted on CANVAS.

Complete reading assignments ***BEFORE*** coming to class!

| WEEK | DATE | TOPIC | READING | DUE DATES |
|------|-------------|--|--|--|
| 1 | 8/26 | Introductions & Course Overview | | |
| | 8/28 | Syllabus Review; Understanding Social Action; & Eco-Emotions Activity | Course Syllabus & Review Canvas Course Site | |
| 2 | 9/2 | Issue Development (Phase 1: Brainstorm) | Myers-Lipton <i>CHANGE!</i> Book: Student Victories & Preface (p.xiii-xvii) | <i>Padlet Introduction on Canvas</i> |
| | 9/4 | Issue Development (Phase 2: Team Building) | Myers-Lipton <i>CHANGE!</i> Book: Chapter 1 "Issue Development" (p. 1-19) | |
| 3 | 9/9 | *IMPORTANT NOTE: CLASS DOES NOT MEET 9/9, 9/11, 9/16, & 9/18 Work with your Team to develop background research on your issue. Complete and submit the Week 3 Research Template and Week 4 Research Template during these 2 weeks. | Myers-Lipton <i>CHANGE!</i> Book: Chapter 2 "Setting the Tone" (p. 20-27) | |
| | 9/11 | Team-based research on your issue (follow "Week 3 Research Template instructions") | | <i>Week 3 Research Template Due (One per group)</i> |
| 4 | 9/16 | Team-based research on your issue (follow Week 4 Research Template instructions") | Myers-Lipton <i>CHANGE!</i> Book: Chapter 3 "Change Theory" (p. 28-42) | |
| | 9/18 | Team-based research on your issue (follow Week 4 Research Template instructions") | | <i>Week 4 Research Template Due (One per group)</i> |

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| 5 | 9/23 | Sustainability & Earth Democracy: Principles & Theories | 1) Shiva "Principles of Earth Democracy" & "Living Economies" (excerpt) 2) Myers-Lipton <i>CHANGE!</i> Book: Chapter 4 "Building Power" (p. 43-59) | |
| | 9/25 | Campaign Group Research Presentations Mutual Aid Framework | Spade "Mutual Aid: Building Solidarity During this Crisis and the Next" | Campaign Presentation Due |
| 6 | 9/30 | Building power for social action and enacting change Campaign development & recruitment | Myers-Lipton <i>CHANGE!</i> Book: Chapter 5 "Research" (p. 60-71) | Social Action Reflection Journal Entry 1 Due |
| | 10/2 | Intersections of Sustainability & Social Justice: Environmental Racism, Toxic Landscapes & Disparity | 1) Byrnes & Collins "The Equity Crisis: The True Costs of Extractive Capitalism" 2) Naomi Klein "On Fire" | Policy Brief Development Worksheet Due |
| 7 | 10/7 | Campaign Development | Myers-Lipton <i>CHANGE!</i> Book: Chapter 6 "Group Dynamics" (p. 72-80) | |
| | 10/9 | APCG Conference – No Class <i>Work on your Policy Brief assignment (due 10/14)</i> | | |
| 8 | 10/14 | Climate Justice, Climate Activism & Climate Anxiety | 1) Ray "A Field Guide to Climate Anxiety" 2) Solnit & Lutunatabua "Not Too Late: Changing the Climate Story from Despair to Possibility" (excerpt) | Policy Brief Due |
| | 10/16 | Developing Campaign Demands, Tactics & Strategy to Win! | Myers-Lipton <i>CHANGE!</i> Book: Chapter 7 "Strategy & Tactics" (p. 72-80) | Draft Campaign Demands Due |
| 9 | 10/21 | | Myers-Lipton <i>CHANGE!</i> Book: Chapter 8 "Strategy & Tactics" (p. 72-80) | Campaign Kickoff Plan Due |

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| | 10/23 | Community Resilience, Built Environment & Urban Climate Justice | 1) Lydon "Resilient Streets, Resilient Cities" 2) Lerch "Community Resilience and the Built Environment" | |
| 10 | 10/28 | Campaign Planning & Timeline for Campaign Activities | Myers-Lipton <i>CHANGE!</i> Book: Chapter 9 "Campaign Plan" (p. 72-80) | Campaign Activity Plan & Timeline Due |
| | 10/30 | Solidarity Building and Community Organizing for Environmental Justice | 1) Rice and Burke "Building more inclusive solidarities" 2) Staples "Community Organizing for Social Justice" | Social Action Reflection Journal Entry 2 Due |
| 11 | 11/4 | CAMPAIGN LAUNCH! | | Campaign Raps (Part 1) |
| | 11/6 | Climate, Capitalism & Public Health | Naomi Klein "On Fire" – Let Them Drown (pgs. 149-168) & Capitalism Killed Our Climate Momentum (pgs. 243-252) | |
| 12 | 11/11 | *Veteran's Day Holiday/ No Class! University Closed | | |
| | 11/13 | Green New Deal & Just Transitions Campaign Check-Ins | Mastini et al. "A Green New Deal without Growth?" | Campaign Raps (Part 2) |
| 13 | 11/18 | Green Urban Design – How do we overcome the Gentrification Paradox? Campaign Check-Ins | Wolch et al. "Just Green Enough" & LA River Case Study | |
| | 11/20 | Campaign Binder Development | Myers-Lipton <i>CHANGE!</i> Book: Chapter 10 "Campaign Evaluation: Passing It On" (p. 122-124) | Campaign Binder Outline |
| 14 | 11/25 & 11/27 | *FALL BREAK* No Class – University Closed | | |
| 15 | 12/2 | Ways Forward & Imaginaries of Hope | Solnit & Lutunatabua "Not Too Late: Changing the Climate Story from Despair to Possibility" (excerpt) | |

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| | 12/4 | Campaign Binder Drafts | | Campaign Binder Drafts Due |
| 16 | 12/9 | Final Campaign Binder Work Day Campaign Peer Review | | Peer Review due |
| | 12/11 | <i>No Class – University Reading Day!</i> | | Campaign Action Reflection Journal Entry 3 Due |
| Finals Week | Tues. 12/16 | FINAL Campaign Presentations (2:45pm-4:45pm) | Attendance is mandatory! | Campaign Binders Due Campaign Presentations due |