

One Session Lesson Plan Scenario

Homework before Class

Before students get to the sociological analysis, it is important that they get a baseline understanding of the science.

Assign students to watch the video:

Kiehl, “The Physical Dimensions of Climate Change”

<https://youtu.be/KFy0XSLHjlg>

[OR: If you prefer students read about the physics rather than watch that video]

For the physics:

World Meteorological Organization, “The State of the Global Climate 2018,

”<https://wmo.maps.arcgis.com/apps/Cascade/index.html?appid=855267a7dd394825aa8e9025e024f163>

-- or --

U. S. Global Change Research Program, “Climate Science Special Report: Fourth National Climate Assessment, Volume I,” 2017, Chapter 2, “Physical Drivers of Climate Change.” Download PDF from: <https://science2017.globalchange.gov/>

[also recommended, for an understanding of the ecological consequences of climate change]

Nolan, *et al*, “Past and future global transformation of terrestrial ecosystems under climate change,” *Science* 31 Aug 2018: Vol. 361, Issue 6405, pp. 920-923.

Assign video: Szasz, “A Sociology of Climate Change,” parts 0,1 and 2, “Introduction,” “Causes,” and “Impacts”

In Class

Introduce the module: why do a climate module in this course?

- Sociology has, from its beginnings concerned itself with understanding the greatest problems of “modernity;”
- As students will discover in this segment of the course, climate change is, today, one of those greatest problems;
- Studying climate change will impact everything about the rest of students’ lives;
- A sociological study of climate change opens new angles on other topics in this course.

Show video: Szasz, “A Sociology of Climate Change,” part 3, “Responses”

Discussion of the videos; discussion of how climate change already affects and will continue to affect other social problems [NOTE: See “Some suggestions for class discussion at the end of the module”]