

Three Session Lesson Plan (with student research) Option

Homework before first 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/KFy0XSLHjIg>

[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, Introduction” and “A Sociology of Climate Change, Causes.”

Session 1

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 our course.

Show video “A Sociology of Climate Change, Impacts”

Discussion – Causes and Impacts

Session 2

Show video “A Sociology of Climate Change, Responses”

Discussion – Societal responses to climate change

Discussion – 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”]

Explain and organize the research project:

- What are students expected to produce? A paper? A video? An oral presentation?
- Session 2 presentations: who will present; time allotted for each presentation; powerpoint / visuals?
- Assign students to groups (if research is to be done in groups); assign topics

Between Sessions 2 and 3

Student work on their research and prepare their presentations (oral report, with powerpoint, or youtube-style video)

[NOTE: Since students are expected to do quite a lot of work, here, this scenario will work best if the third session is scheduled several weeks after the second.]

Session 3

Student presentations (oral report, with powerpoint, or youtube-style video)

[NOTE: If size of class exceeds the number of slots available for 3-5 minute presentations, you will have to select who gets to present. If that is the situation, students can be encouraged to upload their findings to the class’s web page.]

Discussion of students’ findings, time permitting