

The Two Session Lesson Plan 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/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 1, 2 and 3, “Introduction,” “Causes,” and “Impacts”

Session 1

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

- An Intro to Sociology course should not just teach an overview of the discipline but also demonstrate why Sociology matters;
- 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 is worth doing, on its own merits, exactly because it will impact everything about the rest of their lives, and it is interest to see how Sociological ideas can help deepen their understanding of various aspects of climate change.
- A sociological study of climate change opens new angles on other topics in our course.

Session 1 (cont)

Show video “A Sociology of Climate Change,” part 4, “Responses”

Discussion [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 1 and 2

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 second session is scheduled several weeks after the first.]

Session 2

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, time permitting