**Sociology and Environmental Studies130SD  
The World in 2050: Sustainable Development and Its Alternatives**

*John Foran, with Lydia Borowicz, Zack King, and Andy McCumber*

**Tuesdays and Thursdays, 11 a.m. to 12:15 p.m.**

**Embarcadero Hall  
~~Isla~~ Eco Vista**

John Foran, Instructor, Professor of Sociology   
Office: 3417 Social Sciences Building  
E-mail: [foran@soc.ucsb.edu](mailto:foran@soc.ucsb.edu)

Office Hours: John’s office hours will be held on Tuesdays at I.V. Drip (right next to our classroom toward Pardall for the first 60 minutes (12:30-1:30 p.m.) and in his office (SSMS 3417) for the second 60 minutes (2-3 p.m.). You can also schedule other times by appointment (and I’ll do lots of e-mail consultation).

Lydia Borowicz  
Office: TBA  
E-mail:  [borowicz@ucsb.edu](mailto:borowicz@ucsb.edu)  
Office hours: Tuesdays, 1-3 p.m.

Zack King, Teaching Assistant for Sociology 130SD  
Office: SSMS 3021  
E-mail:  [ztking@ucsb.edu](mailto:ztking@ucsb.edu)   
Office hours: Wednesday, noon-2 p.m.

Andy McCumber, Teaching Assistant for ES 130SD  
Office: Kerr Hall 1110  
E-mail:  [ahmccumber@ucsb.edu](mailto:ahmccumber@ucsb.edu)  
Office hours: Mondays, 9:30-11:30 a.m.

*Feel free to schedule meetings with Zack, John, Lydia, or Andy outside of office hours for any reason. Just send an email.*

If you care about [children](http://www.guardian.co.uk/global-development/2012/dec/05/climate-change-malnourished-children), [health](http://chge.med.harvard.edu/resource/ecology-climate-change-and-infectious-diseases), [poverty](http://www.oecd.org/environment/climatechange/2502872.pdf), [farmers](http://droughtmonitor.unl.edu), food, [hunger](http://www.worldwatch.org/node/6271), or the economy, you really have no choice but to care about climate change. The reasons for acting may be somber, but the fight is a gift and an honor. What it will give you in return is meaning, purpose, hope, your best self, some really good company, and the satisfaction of being part of victories also to come. But what victory means needs to be imagined on a whole new scale as the news worsens….

This is, among other things, a war of the imagination: the carbon profiteers and their politicians are hoping you don’t connect the dots, or imagine the various futures we could make or they could destroy, or grasp the remarkably beautiful and complex ways the natural world has worked to our benefit and is now being sabotaged, or discover your conscience and voice, or ever picture how different it could all be, how different it will need to be.

They are already at war against the wellbeing of our Earth. Their greed has no limits, their imagination nothing but limits. Fight back. You have the power. It’s one of your gifts.

Rebecca Solnit, “[2013 as Year Zero for Us – and Our Planet](http://www.tomdispatch.com/post/175632/tomgram%3A_rebecca_solnit%2C_2013_as_year_zero_for_us_--_and_our_planet/?utm_source=TomDispatch&utm_campaign=05674e52c9-TD_Solnit12_23_2012&utm_medium=email)“

\*

We do not know how long we have, but we do know that the fight just can’t wait. And we know that just fighting isn’t enough: to succeed, we must simultaneously work for immediate changes *and* advance a vision of the world we want to build.

Ian Angus, *Facing the Anthropocene: Fossil Capitalism and the Crisis of the Earth System*

\*

“There is no more potent weapon in the battle against fossil fuels than the creation of real alternatives.”

Nomi Klein, *This Changes Everything: Capitalism vs. the Climate*

***Computer and cell phone policy***

This quarter I am trying a new policy, which is **do not have your phone on or your computer open in class** – whoa!

Statement of Purpose and Course Description[[1]](#footnote-1)

PLEASE READ THIS AND THE NEXT SECTION CARFULLY – THANKS!

Why is this class important? Because it’s your future we’ll be trying to figure out!

This special course starts with the current crisis of the Earth and humanity, marked by economic insecurity, a lack of faith in political parties, pervasive cultures of violence, and now, the wild card that makes them all scarier – climate change.

But this course is about hope, imagination, and the roles all of us could play in building a *far* better world by 2050.

This means we will need to *take action* to deal with the most pressing problem of the 21st century, the problem of climate change. One major question addressed in this course has been posed by my friend Bill Barnes: “Can we create new, transformative narratives to inspire political movements able to force vigorous engagement with climate change?”

Background and Meaning of What We Are Going to Do Together

In 2012, climate activist and scholar Bill McKibben estimated the cap for maximum atmospheric CO2 [carbon dioxide, which along with methane is the main greenhouse gas responsible for global warming] emissions at 565 gigatons as the upper limit for staying at or below a 2 degrees Celsius temperature rise. With annual global emissions currently running around 30 gigatons a year, this cap was then roughly equal to a fourteen-year supply – till about 2026 – if “business as usual” trends of economic production and growth continued. The terrifying part is that the estimate of the world’s already proven reserves of fossil fuels exceeds McKibben’s cap by five times. In other words, the richest corporations in the history of the world would have to forego four-fifths of their future earnings – by some estimates, an astronomical $20 trillion. But instead, they are currently spending over $600 billion a year trying to discover *new* sources of fossil fuels – fracking, tar sands, deep-water drilling, Arctic oil, mountain-top removal – while each year the amount we can afford to burn decreases.

Unfortunately, meanwhile, the 2015 international climate treaty known as he “Paris Agreement” is not nearly adequate for the task, as the dominant parties to the climate negotiations continue to advance positions completely at odds with climate science, thus ignoring the terrible fact that humanity is on a collision course with nature that we cannot win.

The Intergovernmental Panel on Climate Change, or ICPP, is the world’s most distinguished body of climate scientists and others who are mapping the extent of our climate crisis. Their most recent assessment concluded that our only viable option would require *massive (unspecified) social transformation*. In the [words](https://truthout.org/articles/ten-ways-2018-brought-us-closer-to-climate-apocalypse/) of activist journalist Dahr Jamail:

A landmark [UN report](file:///C:\Users\John's%20laptop\Documents\Classes\130SD\Syllabi\2019%20syllabus\report.ipcc.ch\sr15\pdf\sr15_spm_final.pdf) [released in October](https://www.theguardian.com/environment/2018/oct/08/global-warming-must-not-exceed-15c-warns-landmark-un-report) [2018] served as an imminent warning that if governments fail to act swiftly and dramatically (and within the next dozen years), droughts, flooding, and increasingly extreme heat waves will increase drastically.

In the Paris Climate Change Agreement, global governments pledged to try to keep warming within [a limit of 1.5°C](https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement) above pre-industrial levels, in order to prevent increasingly catastrophic impacts.

In the recent UN report, experts stated that without urgent and *unprecedented* changes, meeting the 1.5°C [the upper limit we can safely allow] would be impossible [italics and brackets added by JF].

The good news is that since at least 2007, a promising global climate justice movement has emerged behind the slogan “System change, not climate change!” and is making demands for a socially just, scientifically appropriate, and legally binding treaty. Governments who do not want to vote for it, or whose short-term interests and economic elites are not served by signing, will need to be persuaded or forced to do the right thing by their own citizens and Earth citizens everywhere – that is, *by us*.

\* \* \*

The main focus of this course is to focus our sociological and ecological imaginations on creating the kind of society that might weather the climate storm that is coming and actually come out on the other side (or more realistically in the midst of it as it deepens) with societies far more suited to human well-being and thriving than the ones we presently have all around the world.

Along the way we will encounter such ideas as sustainable development, degrowth, transition towns, resilience, ecosocialism, *buen vivir*, and a slew of other alternatives to the present system, and we will read some of the best writing on these and other topics by their inventors, critics, activists, and others, including essays, fiction, and films, with a startlingly innovative and very “cool” collective project that you will work on throughout the quarter!

*This course is about gaining useful knowledge that will enable positive action to secure a better future. This course is for you, about you, and ultimately will succeed or fail because of you and me* – *all of us* – *together.*

My Philosophy of Teaching and Learning

I consider teaching a radical act of the imagination … and we will need lots of imagination to achieve the purposes laid out above!

Learning and teaching are complex, endlessly fascinating collaborations. I learn enormous amounts from the students in my classes, whom I consider companions on an intellectual, potentially life-changing journey. My goals for my classes and myself include honing our critical thinking skills, improving on the ways we write for each other and speak with each other in class, acquiring the ability to work collaboratively, learning the art of applying theoretical concepts to actual historical, contemporary, and *future* situations, and making connections between what we study and how we live.

We are called to get our hands, hearts, and heads aligned for action in the real world.

In the course of more than three decades of university teaching I have come to value interaction, participation, and exchange – *discussion in its many forms* – as the best way to teach and learn. So – despite the size of the class – we will teach and learn from each other.

We will do this through a variety of learning approaches, including discussions of many kinds, student-led presentations, sharing our writing, improvised mini-lectures, films, interaction with guests, role playing, short video clips, and … *did I mention discussions*?

This quarter, Lydia, Andy, Zack and I will ask each of you to do a lot of reading, thinking, discussing, and writing; my pledge is that engagement with these materials should prove a rewarding – and, who knows? – possibly a life-changing experience.

Texts and Workload

There will be a lot of work and quite a bit of reading in this course, all of it found on GauchoSpace. My goal is always to keep the core reading down to around 100 pages a week – sometimes more and sometimes less – *plus* the group project work, *plus* the two quasi-novels, which hopefully you will find engaging, if not quick reads. This includes some exciting and inspiring materials you can’t find elsewhere – or your money back! [No one’s ever asked by the way ;)]

**Using GauchoSpace and Your UCSB E-mail**

This quarter we will make *extensive* use of UCSB’s on-line course website at GauchoSpace. You will all have access to all the course readings there, including this syllabus (which may change during the quarter, so the one on GauchoSpace will always be the official, current one).

It is also a space for discussion and the place where you will hand in all your work this quarter.

Please *check it out well before every class*, and please check your UCSB e-mail on a regular basis for important announcements, valuable tips, and special treats.

# Following the News: Tracking Current Events in Global and International Climate and Environmental Issues

# This class is about current events around the world. Because of this, you will need to tap into the news, wherever it is found. Excellent resources, among many others, are:

# *Resilience* – website of the Post-Carbon Institute, which features longer than news analysis essays on topics of sustainable development, social movements, and the current crisis: [*www.resilience.org*](file:///F:\Classes\108G\www.resilience.org)

# *Grist* – “a source of intelligent, irreverent environmental news and commentary that’s been around since 1999, when the internet was made of rubber bands”: [*http://grist.org/*](http://grist.org/)

# Dissident Voice – is “an internet newsletter dedicated to challenging the distortions and lies of the corporate press and the privileged classes it serves. The goal of Dissident Voice is to provide hard hitting, thought provoking and even entertaining news and commentaries on politics and culture that can serve as ammunition in struggles for peace and social justice”*:* [*https://dissidentvoice.org/*](https://dissidentvoice.org/)

# *Democracy Now!* – withAmy Goodman, perhaps the best source of critical global political journalism in the U.S., broadcast daily on KCSB 91.9 FM and on KPFK 98.7 FM, along with much other excellent political reporting, with transcripts archived (you can receive a daily summary by e-mail), at [*http://www.democracynow.org/*](http://www.democracynow.org/)

# *The Guardian* – England and U.K.’s best critical newspaper: [*http://www.guardian.co.uk/*](http://www.guardian.co.uk/)

# *EcoWatch* – “a leading news website reporting on environmental issues and news that helps transform the ability of individuals to learn about them and take action”: [*http://ecowatch.com/*](http://ecowatch.com/)

# *The New York Times* –the paper of record in the U.S.: [*http://www.nytimes.com/*](http://www.nytimes.com/)

Some Important Messages from UCSB Student Services

*(1) Food and Housing security****.* If you are facing any challenges securing food or housing**, and believe this may affect your performance in the class, you are urged to meet with a Food Security Peer Advisor, who is aware of the broad variety of resources, including Calfresh, the AS Food Bank, and more that UCSB has to offer (see their drop-in hours at [*food.ucsb.edu*](http://food.ucsb.edu/)). You are also urged to contact the professor if you are comfortable doing so.

*(2) Disabled Students Program: accommodations for exams.* Students with disabilities may request academic accommodations for exams online through the UCSB **Disabled Students Program** at *http://dsp.sa.ucsb.edu/*. Please make your requests for exam accommodations through the online system as early in the quarter as possible to ensure properarrangement.

*(3) Managing stress / Supporting distressed students.* Personal concerns such as stress, anxiety, relationships, depression, cultural differences, can interfere with your ability to succeed and thrive. For helpful resources, please contact UCSB **Counseling & Psychological Services (CAPS)** at 805-893-4411 or visit [*http://counseling.sa.ucsb.edu/*](http://counseling.sa.ucsb.edu/)

*(4) Responsible scholarship.* Honesty and integrity in all academic work is essential for a valuable educational experience.  **The Office of Judicial Affairs** has policies, tips, and resources for proper citation use, recognizing actions considered to be cheating or other forms of academic theft, and students’ responsibilities, available on their website: *http://judicialaffairs.sa.ucsb.edu*.  Students are responsible for educating themselves on the policies and to abide by them.

*(5) Academic support.* For general**academic support** visit **Campus Learning Assistance Services (CLAS)**early and often. CLAS offers instructional groups, drop-in tutoring, writing and ESL services, skills workshops and one-on-one consultations. CLAS is located on the third floor of the Student Resource Building, or visit *http://clas.sa.ucsb.edu*

**Five Rules for Best Participation [this section was written by TA Zack King, UCSB scholar-activist]**

**“1. Think critically and work hard.**  We’re confronting dire problems faced by humanity. Your critical thinking needs to be turned on – ask questions, be curious, do outside research, question all authority.

**2. Don’t just do the reading. Engage with it.**  Read it, question it, think about it, write on it, talk to your friends and family about it, take it out to dinner, dream about it, whatever you need to do. It’s an important part of these ten weeks and it matters.

**3. We’re a community.**  Be as polite, open-minded, friendly and understanding as you can be. Don’t do anyone’s work for them but do help them figure out how to do it themselves. Try to make some friends.

**4. Everybody talks and everybody listens.**  One of the most important skills you’ll learn in college is engaging, out loud, with other people whom you may not know, on the most important issues we as a species face. You need to learn these skills to change the world. There’s something in activist circles called “step up, step back.” The step back part means, if you’ve already had the chance to speak in class that day, you make an effort to drop back, listen, and encourage others to speak (so, if you have spoken don’t raise your hand again until that option is offered is how we will operationalize this). Step up means, if it’s a challenge to speak in class or you’re having trouble engaging, you push yourself to speak up and engage.

**5. If we’re going to make the most of our time together, you’ll need to be actively engaged in class.** This means that I’d like you to sit toward the front if there is any room. It also means you need to be taking care of yourself - get enough sleep, get enough to eat and drink. Stay healthy. If you’re gonna fall asleep, you’re better off staying home and catching up later.”

[John: it’s actually ok with me to sleep in class if you have to (just don’t let Zack see you), and I would advise you never to skip class to finish a paper – it’s better to finish it after attending class that day.]

Course Requirements

**Policy on Plagiarism** (we agree with the following quote from the syllabus of Dr. LeeAnn G. Kryder, for Writing 109AC). “Plagiarism is stealing. It is the copying of a part, or the whole, of another person’s work while promoting the text as if you created it. Avoid plagiarism by acknowledging the author or source of that idea or text. Plagiarism may jeopardize a student’s entire career.” If we detect plagiarism on any assignment (be aware that internet plagiarism is among the easiest to detect), neither you nor we will be happy because you will receive an F for the assignment, and quite possibly for the course, as well as face potential disciplinary action from the University.

**Attendance and Participation**

Attendance at all meetings is indispensable for making this course a success for all of us. Participation will be measured by attendance and participation in class, volunteering to present an assigned reading, contributing to class projects, and all-around engagement with the course materials and activities. You may ask for the occasional excused absence but we will have to see the reason for it within 24 hours of the missed class, if not in advance, in order to honor your request. ***It is always greatly to your advantage to attend class****.* Perfect attendance will earn you a coveted “Certificate of Perfect Attendance”!

Note: there will be a cool way to get credit for attendance this quarter – watch out for it …

***Making a Class Presentation***

Volunteers will be asked for on many occasions to volunteer to facilitate the discussion in various ways, which we will work out together in class.

In some of our sessions, two or more students working in pairs will make a two- to three-minute (and sometimes longer) presentation on one of the readings. See “How to Make a Great Presentation” and “On talking in class” on GauchoSpace.

*The Four Written Assignments*

This is the assignment structure for the class:

*Reading Responses. Twenty percent of your grade*

*Mid-quarter Essay. Twenty percent of your grade*

*Group Action Project. Forty percent of your grade*

*Final paper. Twenty percent of your grade*

**Please note:** The format guidelines for all papers in this course are 1” margins all around, 12-point size, and double spacing (not 1.5 lines). You will upload papers as Word documents onto our class GauchoSpace.

*Reading Responses. Twenty percent of your grade* [get at least the first two done by May 6, and the last one by June 8]

*You will write four reading responses this quarter*, and post replies to your classmates’ responses on five occasions. Feel free to write informally. However, please spellcheck your work and make sure it makes sense. In our writing, we should always be respectful of other peoples’ views and keep our minds open.

Here is how it works:

Responses are due by 9 p.m. one day before a class session. For example, if the class is on Tuesday, the response will be due on Monday at 9 p.m. on the course GauchoSpace website.

Your online reading response should be 250-300 words. It should:

Address at least one required reading (*or assigned website*) for the coming class.

Engage the reading(s) via one or more of the following prompts:

– write about something you liked, and briefly explain why;

– write about something you didn’t agree with, or that confused you and briefly explain why;

– list the main arguments of one or more readings, explain how the readings relate to each other, or reflect on how a reading relates to a previously discussed theme or reading.

*End your memo with one open-ended discussion question* for the class related to the issues you raised in your response.

*You will also be asked to reply to someone else’s response*. On a total of five occasions, you will write a short reply to someone’s response, due by 9 a.m. on the day of class. You can reply to anyone’s post anytime, including replies to more than one post on the same day (to count toward your quarter total of five)

Your reply should:

– be addressed to the person to whom you are replying, so indicate his or her name and reply directly under their response. Pick someone’s response that interests, provokes thoughts, even disagreement, and/or enlightens a subject for you. It is fine if a few people reply to the same response.  
  
– contain at least three sentences and no more than two paragraphs or central points.

*Mid-quarter Essay. Twenty percent of your grade* [Due date: May 13]

For this paper you are to write a three-page essay (about 900 words) on a topic that will be assigned by late April. You need only draw on the resources assigned in class to do well on this paper. You should cite your sources and back up your claims with evidence.

*Group Action Project. Forty percent of your grade* [Due date: June 6]

*OK, here’s the creative part of the class process, in more ways than one*. We have come up with a very special idea for the class project, which will be introduced in depth in week two of the class. Groups will be formed shortly after that, and group presentations are scheduled over the last two weeks of class, with a group written report due by midnight on our last day of class. It will be a blast!

*Final paper. Twenty percent of your grade* [Due date: June 10]

For this paper you are to write a five-page essay of about 1,500 words. One or more questions will be made available by the third week of May. For this essay, you need only draw on the resources assigned for this class; you should cite your sources and back up your claims with evidence.

\* \* \*

*Your job is to manage these assignments*; you are advised to do all of them as best you can rather than to miss any, which will affect your grade more than doing a poor job on one or two of them. You can ask John, Zack, Andy, or Lydia about assignments at any time by e-mail or at class, and you can raise questions about any assignment in class.

# You may also devote some time in section to discussing these assignments and how to prepare for them.

**Please read the following BEFORE our first class meeting on April 2**

Dahr Jamail and Barbara Cecil, “Rethink Activism in the Face of Catastrophic Biological Collapse” (March 4, 2019), [*https://truthout.org/articles/climate-collapse-is-on-the-horizon-we-must-act-anyway/*](https://truthout.org/articles/climate-collapse-is-on-the-horizon-we-must-act-anyway/)

[Sarah Lazarovic](https://www.yesmagazine.org/@@also-by?author=Sarah+Lazarovic), “This Is How Borrowing Things From Our Neighbors Strengthens Society” (March 18, 2019), [*https://www.yesmagazine.org/issues/dirt/community-relationships-borrowing-from-neighbors-strengthens-democracy-20190318*](https://www.yesmagazine.org/issues/dirt/community-relationships-borrowing-from-neighbors-strengthens-democracy-20190318)

Shaun Chamberlain, “Realists of a Larger Reality” (January 29, 2019), [*https://www.resilience.org/stories/2019-01-29/realists-of-a-larger-reality/*](https://www.resilience.org/stories/2019-01-29/realists-of-a-larger-reality/)

Course Topics and Reading Assignments

***Part One: If the Crisis is Today, the Future Starts Now***

Tuesday, April 2. First meeting – Please Meet the Situation We are In

After an introduction to the course and to each other we will start a discussion of the world situation today and begin to identify some of the questions we may want to ask this quarter.

Review readings (above) for pre-class assignment. Post your paragraph on them by the end of the day today!

Thursday, April 4. Meet the Future: Eco Vista

Today we’ll learn about a remarkable new adventure in potentially radical change in our own backyards – Eco Vista! Eco Vista refers to a transition to a sustainable Isla Vista project that is actually being carried out and which will be introduced by UCSB alumna-scholar-activist and Eco Vista project co-founder Jessica Alvarez, with presentations by a group of students involved in the project.

We’ll also start a deep dive into the Green New Deal resolution and its potential impacts!

**Websites**

[*www.ecovistacommunity.com*](file:///D:\Classes\130SD\Syllabi\2019%20syllabus\www.ecovistacommunity.com)

[*http://gen.ecovillage.org/en/article/what-ecovillage*](http://gen.ecovillage.org/en/article/what-ecovillage)

**Readings for Eco Vista**

Jessica Alvarez Parfrey, “Eco Vista: An Origin Story and Vision Statement”(January 24, 2018)

Eco Vista Community Mission Statement, “Taking the Community of Isla Vista Into the Future” (February 2019),  
[*https://ecovistacommunity.com/our-mission/*](https://ecovistacommunity.com/our-mission/)

“Project: Eco-Vista – Building Co-creative and Earth-Conscious Communities around College Campuses” (flyer, summer 2017)

John Foran, “From Isla Vista to Eco Vista: A Design Project in Community Resilience” – grant proposal (March 2018)

George Thurlow, “Isla Vista: So Close to UCSB, So Far from Good” (Winter 2014), [*http://www.ucsbalum.com/Coastlines/2014/Winter/feature\_ivhistory.html*](http://www.ucsbalum.com/Coastlines/2014/Winter/feature_ivhistory.html)

**Reading for the Green New Deal**

Text of the Resolution (February 5, 2019), [*https://www.congress.gov/bill/116th-congress/house-resolution/109/text*](https://www.congress.gov/bill/116th-congress/house-resolution/109/text)

**Tuesday, April 9, and Thursday, April 11. Social Change 2.0 and the Cool Block Class Project**

This week you will be introduced to David Gershon and the Cool Blocks Project team of Sue Lebeck and Robin Elander!

Here’s how they would like you to prepare:

* Watch the Cool City Challenge [backstory video](https://vimeo.com/202436615): [*https://vimeo.com/202436615*](https://vimeo.com/202436615)
* Watch Cool Block Deeper Dive video (go to [Cool Block](https://coolblock.org/) and scroll to bottom of page): [*https://coolblock.org/*](https://coolblock.org/)
* Read “About the Program” on the website
* Read the table-of-contents, introduction, and the first two sections of the pilot version of the Cool Block book. This will give you an overall sense of the program.
* Review the five “Cool Block Class Project Options” on GauchoSpace

**Tuesday, April 16. The Climate Crisis and Its Opportunities**

**Readings:**

Danny Chivers, *The Non-Nonsense Guide to Climate Change*, entire.

Here are the chapters:

Introduction and Chapter 1: “How Do We Know that Climate Change is Happening?” 11-35

Chapter 2: “How Bad Could It Get?” 46-55

Chapter 3: “Why Is Climate Denial on the Rise?” 56-67

Chapter 4: “Where Are All the Emissions Coming From?” 71-91

Chapter 5: How Much Do We Need to Cut?” 92-101

Chapter 6: “What Are the Solutions? 102-123

Chapter 7: “What Is the Political History of Climate Change? 127-139

Chapter 8: “Why Haven’t We Fixed It Yet?” 140-169

Chapter 9: “What Is It Going to Take?” 170-184

Chapter 10: “What Might a Zero-Carbon Future Look Like?” 185-188

Chapter 11: “Ten Top Tips to Save the Planet,” 189-196

***Part Two: The Worlds We Might Make***

**Thursday, April 18 and Tuesday, April 23. From Today to Tomorrow, or, Tomorrow is Now**

On these two days we will screen and discuss the French film *Demain/Tomorrow* (Elle Driver, 2016, 96 minutes).

**Reading**

Have a look at the movie’s website, which is rich in content, solutions, and ideas for this class: [*https://www.demain-lefilm.com/en/film*](https://www.demain-lefilm.com/en/film)

[Rob Hopkins](http://www.resilience.org/author-detail/1000533-rob-hopkins), “The unstoppable rise of ‘Demain” (February 5, 2016), [*http://www.resilience.org/stories/2016-02-05/the-unstoppable-rise-of-demain*](http://www.resilience.org/stories/2016-02-05/the-unstoppable-rise-of-demain)

Pablo Solón, “What are Systemic Alternatives?” (April 11, 2019), <https://www.resilience.org/stories/2019-04-11/what-are-systemic-alternatives/>

**Note:***Special assignment due on GauchoSpace by midnight on Thursday April 18:  Your Household Carbon Footprint.*Please go to [*www.coolblock.org/calculator*](http://www.coolblock.org/calculator)(You must first be registered to Cool Block and logged in. You can click over to Topic 3 and find the calculator there, or use the direct link).

Note your total emissions, your highest source of emissions, and the country comparison at the bottom of the calculator. Hit SAVE to save your results.   
Evaluate why you got the score you did, in a couple of sentences.  This counts as part of your participation grade.

***Part Three: Visions for World-Making***

Thursday, April 25. Degrowth: Moving beyond Capitalism

Today we will entertain the notion that *less* economic production and personal consumption could lead to a vastly better world, especially in the wealthy countries of the global North, exploring the meaning of the concept and movement for “degrowth” – “(in French: décroissance, in Spanish: decrecimiento, in Italian: decrescita) is a political, economic, and social movement based on ecological economics, anti-consumerist and anti-capitalist ideas” ([*Wikipedia*](https://en.wikipedia.org/wiki/Degrowth)).

Please take some time to explore this website:

[*https://www.degrowth.de/en/dim/degrowth-in-movements/*](https://www.degrowth.de/en/dim/degrowth-in-movements/)

**Readings on Degrowth**

“Degrowth,” from Wikipedia, the free encyclopedia, 1-28, [*https://en.wikipedia.org/wiki/Degrowth*](https://en.wikipedia.org/wiki/Degrowth)

Giorgos Kallis, “The Degrowth Alternative,” pp. 19-26 in *In Defense of Degrowth: Opinions and Manifestos*. Creative Commons. March 2017.

Riccardo Mastini, “Work in a World without Growth” (June 6, 2018), [*https://www.resilience.org/stories/2018-06-06/work-in-a-world-without-growth/*](https://www.resilience.org/stories/2018-06-06/work-in-a-world-without-growth/)

Jonathan Rutherford, “How Do You Degrow an Economy, Without Causing Chaos?” (May 15, 2017), [*http://www.resilience.org/stories/2017-05-15/how-do-you-degrow-an-economy-without-causing-chaos/*](http://www.resilience.org/stories/2017-05-15/how-do-you-degrow-an-economy-without-causing-chaos/)

**Degrowth and the Green New Deal**

Giorgos Kallis, “A Green New Deal Must Not Be Tied to Economic Growth” (March 12, 2019), [*https://www.resilience.org/stories/2019-03-12/a-green-new-deal-must-not-be-tied-to-economic-growth/*](https://www.resilience.org/stories/2019-03-12/a-green-new-deal-must-not-be-tied-to-economic-growth/)

[Naomi Klein](https://theintercept.com/staff/naomi-klein/), “The Battle Lines have been Drawn on the Green New Deal” (February 13 2019), [*https://theintercept.com/2019/02/13/green-new-deal-proposal/?fbclid=IwAR3qfQmCh7oxvZ1iljGFh9w7U71GtvAOE50YNRZNbt4ex6C7fscjAQE-mLc*](https://theintercept.com/2019/02/13/green-new-deal-proposal/?fbclid=IwAR3qfQmCh7oxvZ1iljGFh9w7U71GtvAOE50YNRZNbt4ex6C7fscjAQE-mLc)

Jedediah Britton-Purdy, “The Green New Deal Is What Realistic Environmental Policy Looks Like” (February 14 2019), [*https://www.nytimes.com/2019/02/14/opinion/green-new-deal-ocasio-cortez-.html*](https://www.nytimes.com/2019/02/14/opinion/green-new-deal-ocasio-cortez-.html%20)

Tuesday, April 30. Transition Towns: Changing our Communities *Now*

If degrowth refers to the notion that *less* economic production could lead to a vastly better world, especially in the wealthy countries of the global North, then the Transition Towns movement is about putting this into practice.

*Special Guest: Nazli Azergun, UCSB Department of Global and International Studies*

**Readings**

Ester Alloun and Samuel Alexander, “The Transition Movement: Questions of Diversity, Power, and Affluence,” Simplicity Institute (August 2014), [*http://www.resilience.org/stories/2014-08-18/the-transition-movement-questions-of-diversity-power-and-affluence/*](http://www.resilience.org/stories/2014-08-18/the-transition-movement-questions-of-diversity-power-and-affluence/)

Naresh Giangrande, “Seven Lessons on Starting a Worldwide Movement for Change” (February 9, 2018), [*http://www.resilience.org/stories/2018-02-09/seven-lessons-on-starting-a-worldwide-movement-for-change/*](http://www.resilience.org/stories/2018-02-09/seven-lessons-on-starting-a-worldwide-movement-for-change/%20)

Rob Hopkins, an interview with Drew Dellinger, “If We had More Imagination, We could have Less Capitalism” (July 11, 2018), [*https://www.resilience.org/stories/2018-07-11/if-we-had-more-imagination-we-could-have-less-capitalism/*](https://www.resilience.org/stories/2018-07-11/if-we-had-more-imagination-we-could-have-less-capitalism/)

Diana Leafe Christian, “Starting a Successful Urban Ecovillage,” *Hopedance Magazine* #51 (August 2009), [*http://www.hopedance.org/home/housing-news/1218-941*](http://www.hopedance.org/home/housing-news/1218-941)

**Websites**

Transition United States –  
[*http://www.transitionus.org/about-us*](http://www.transitionus.org/about-us)

Common Transition Primer website:  
[*https://primer.commonstransition.org/*](https://primer.commonstransition.org/)

Global Ecovillage Network –  
[*http://gen.ecovillage.org/en/article/what-ecovillage*](http://gen.ecovillage.org/en/article/what-ecovillage)

**Thursday, May 2. Buen Vivir and the Universal Declaration of Mother Earth**

Today we will consider two of the global South’s leading visions for a better future: the indigenous concept of *Buen Vivir/Sawmaq Kawsay* (whose meaning is roughly “living better”) and the Rights of Nature and Mother Earth, exemplified in one of the most radical documents ever written, the “Universal Declaration of the Rights of Mother Earth,” adopted by the World People’s Conference on Climate Change and the Rights of Mother Earth, on April 27, 2010 in Cochabamba, Bolivia, and subsequently submitted by the Bolivian government to the United Nations for consideration.

**Websites**

The Pachamama Alliance – [*http://www.pachamama.org/about/mission*](http://www.pachamama.org/about/mission)

The Global Alliance for the Rights of Nature – [*http://therightsofnature.org/*](http://therightsofnature.org/)

**Readings on the Rights of Mother Earth** *(please read the Universal Declaration very closely before coming to class)*

World People’s Conference on Climate Change and the Rights of Mother Earth “Universal Declaration of the Rights of Mother Earth,” Cochabamba, Bolivia (April 27, 2010), 1-3, [*http://climateandcapitalism.com/?p=2268*](http://climateandcapitalism.com/?p=2268)

Pablo Solón, chapter on “The Rights of Mother Earth,” pp. 131-160 in *Systemic Alternatives: Vivir Bien, Degrowth, Commons, Ecofeminism, Rights of Mother Earth, and Deglobalisation,* compiled by Pablo Solón, (La Paz: Focus on the Global South, Attac, Fundación Solón, 2017), [*www.systemicalternatives.org*](http://www.systemicalternatives.org)

**Readings on Buen Vivir**

Pablo Solón, chapter on “Buen Vivir,” pp. 13-58 in *Systemic Alternatives: Vivir Bien, Degrowth, Commons, Ecofeminism, Rights of Mother Earth, and Deglobalisation,* compiled by Pablo Solón, (La Paz: Focus on the Global South, Attac, Fundación Solón, 2017), [*www.systemicalternatives.org*](http://www.systemicalternatives.org)

**Tuesday, May 7. Intersectional Ecosocialism: A Twenty-First Century Movement for Total Liberation?**

Today, we’ll explore another radical strand of systemic alternatives by looking at some of the basic ideas of “ecosocialism,” which combines a critique of capitalism as the cause of the crisis of planet Earth with an alternative model for a future that would be ecologically advanced, economically just, and politically democratic.

**Website**

System Change Not Climate Change, [*http://www.systemchangenotclimatechange.org/*](http://www.systemchangenotclimatechange.org/)

**Readings on ecosocialism**

Wayne Price, “A Green New Deal vs. Revolutionary Ecosocialism” (January 4, 2019), [*https://blackrosefed.org/green-new-deal-ecosocialism/*](https://blackrosefed.org/green-new-deal-ecosocialism/)

Michael Löwy, “Why Ecosocialism: For a Red-Green Future” (December 20, 2018*),* [*https://www.resilience.org/stories/2018-12-20/why-ecosocialism-for-a-red-green-future/*](https://www.resilience.org/stories/2018-12-20/why-ecosocialism-for-a-red-green-future/)

Many authors, Roundtable on Michael Löwy, “Why Ecosocialism: For a Red-Green Future,” [*https://greattransition.org/publication/ecosocialism-roundtable*](https://greattransition.org/publication/ecosocialism-roundtable)

**Reading on ecofeminism**

Elizabeth Peredo Beltrán, chapter on “Ecofeminism” in *Systemic Alternatives*, pp. 101-130

**Ecosocialism and the Green New Deal**

Vaios Triantafyllou interviews John Bellamy Foster on the “Green New Deal” (February 9, 2019), [*https://climateandcapitalism.com/2019/02/12/john-bellamy-foster-on-the-green-new-deal/*](https://climateandcapitalism.com/2019/02/12/john-bellamy-foster-on-the-green-new-deal/)

Democratic Socialists of America, “Why We Need a Green New Deal – Talking Points”

Carol Dansereau, John Foran, Ted Franklin, Brad Hornick, Sandra Lindberg, and Jennifer Scarlott, “One, Two, … Many Green New Deals: An Ecosocialist Roundtable” (February 26, 2019), [*https://www.resilience.org/stories/2019-02-26/one-two-many-green-new-deals-an-ecosocialist-roundtable/*](https://www.resilience.org/stories/2019-02-26/one-two-many-green-new-deals-an-ecosocialist-roundtable/)

***Part Four: The Worlds We May Have Made: Two Views from the Future***

**Thursday, May 9.** **Jonathon Porritt, *The World We Made* – part 1**

Today we begin our exploration of Jonathon Porritt’s fictional future scenario, *The World We Made*. There will be multiple student presentations on the book for this and the next two sessions!

**Reading to be discussed:**

*The World We Made,* 1-86.

**NOTE:** *The Mid-quarter essay is due by midnight on Monday, May 13.*

**Tuesday, May 14. Jonathon Porritt, *The World We Made* – part 2**

Today we continue our exploration of Jonathon Porritt’s future world, *The World We Made*, with more student presentations!

**Reading to be discussed:**

*The World We Made*, 87-200.

**Thursday, May 16Or, A Battle for Existence: Mohamed Nasheed and the Maldives**

**I’d like to screen *The Island President* and talk about the Maldives as an example of the situation of small island states. Read Chivers, chapter 9 (?).**

**Week Nine. Tuesday, April 23. Jonathon Porritt, *The World We Made* – part 3**

Today we complete our exploration of Jonathon Porritt’s future world, *The World We Made*, with multiple student presentations!

**Reading to be discussed:**

*The World We Made,* 200-276.

**Tuesday, May 21 and Thursday, May 23. Alternative Futures: *Journey to Earthland***

This week we’ll read about several alternative futures and evaluate them along with the ways of achieving them.

**Website**

The Great Transition Initiative: [*http://greattransition.org/*](http://greattransition.org/)

**Readings**

Read Paul Raskin, *Journey to Earthland*, entire: download the pdf at [*http://www.greattransition.org/publication/journey-to-earthland*](http://www.greattransition.org/publication/journey-to-earthland)

Read also some of the 100-plus page “Comments” on this book posted as a single document on GauchoSpace.

***Part Five: The Worlds YOU Are Making***

**Tuesday, May 28. Final Projects 1**

Today, we will host the first courageous group presentations of your final projects. This class is not to be missed!

**Thursday, May 30. Final Projects 2**

Today will be packed with more excellent group presentations – a class you will *not* want to miss!

**Tuesday, June 4. Final Projects 3**

Today will be packed with outstanding group presentations – it will be a class you will *not* want to fall asleep in!

**NOTE:** *The Group Action Project reports are due by midnight on Thursday, June 6.*

**Thursday, June 6. Toward a Better Future**

Today will conclude your amazing group presentations – plus many surprises! This will also be a final brainstorming session about everything we’ve all learned and for those who are interested, some ideas on how to get more involved.

**\*\*\*NOTE**: *Final papers should be posted on GauchoSpace by 12 midnight on Monday, June 10*

We need to engage in whatever actions appeal to us. There is no act too small, no act too bold. The history of social change is the history of millions of actions, small and large, coming together at certain points in history and creating a power which governments cannot suppress.

Howard Zinn, “An Occupied Country” (2002), [*http://www.progressive.org/oct03/zinn1003.html*](http://www.progressive.org/oct03/zinn1003.html)

\* \* \*

In order to carry a positive action we must develop here a positive vision.

Dalai Lama

1. If you have a learning or physical disability and require extended time to complete assignments, please contact John Foran in the first week of the course. [↑](#footnote-ref-1)