

# UNFCCC Climate Workshop – ENVR 300V

College of St. Benedict and St. John's University  
Department of Environmental Studies

Fall 2018  
Tuesdays, 6:00 pm - 7:20 pm, New Science 146

“You cannot solve a problem using the mind-set that created it” – Einstein

Professor Corrie Grosse

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Office Hours: I am on campus M-F and am generally available in the afternoon. Please drop by or, to ensure that I am free, email or speak with me after class to schedule an appointment. I would love to see you all in office hours!



## Overview

Witamy! (Polish for Welcome)

This course explores humanity's global policy response to climate change—the United Nations Framework

Convention on Climate Change (UNFCCC). Through weekly meetings, readings, film, discussion, and original research at COP 24 in Katowice, Poland, we will learn about how science, politics, culture, and civil society shape global climate policy. As with any environmental and social issue, we will ask – Who holds power? Who benefits from certain policies? Who loses? What is at stake? How can we help?

**COP24·KATOWICE 2018**

UNITED NATIONS CLIMATE CHANGE CONFERENCE

*Image: COP24 Twitter*

I'll start us off with one answer to what is at stake: nothing less than our (especially us young people) future. So, let's have fun, engage in serious, imaginative, and invigorating learning about what is going on and what could be and use our privilege as UNFCCC delegates to the fullest! We must bring our full selves to this challenge of a lifetime and work with others to create the world we want to see.

## Learning Goals

This course will enable you to:

1. Explain the history and general workings of the UNFCCC.
2. Design and execute an original qualitative research project.
3. Make critical arguments about the connections between science, politics, culture, and civil society, in relation to the UNFCCC, supported by evidence appropriate to an advanced level.
4. Recommend, in accessible terms, paths toward climate justice (a more environmentally and socially just world) based on original research.

### ***Required Texts***

*The No-Nonsense Guide to Climate Change* (available online – use Amazon Smile to donate proceeds to charity)

All other texts are available on Canvas.

## **EXPECTATIONS**

**Attend Class:** I expect multiple contributions from you during each class period. Please provide appropriate documentation for excused absences in advance.

**Be Prepared:** The quality of the class depends on you! Please come to class ready to converse, inspire, teach, learn, question, and take notes, having read and carefully thought about the assigned readings and films. Please always have your readings with you.

**Create a Safe Environment:** Our course should reflect a critical engagement with the course material and with each other that privileges openness, respect, thoughtfulness, and constructive feedback. In our community of learners (that includes me!), please act and speak in a respectful manner towards everyone.

**Be Engaged:** If you bring a laptop or tablet, please ensure that it is used *only used for taking notes or referring to readings*.

**Step Up, Step Back:** If you tend to talk a lot, step back to let others speak. If you tend to not talk a lot, step up and share your ideas. We will use discussion hand signals to facilitate this.

**Write well:** Learning how to write well is one of the best things you can do in college! It will help you tremendously in the future. Therefore, I expect all writing to be well organized, well crafted, and free of typos. Consider purchasing *The Elements of Style* by Strunk and White, a tiny book with lots of tips on how to write well. I've posted some key excerpts on the Canvas Resources page.

## **ASSIGNMENTS AND GRADING**

### **Participation – 10%**

1. Meet and exceed the expectations above. I want to hear from everyone multiple times during each meeting. Please keep up with the news and bring items to our attention at the start of class. I like to use this page as my home screen:  
<https://www.theguardian.com/environment/climate-change>.
2. Give a short presentation with two or three people on a chapter by Chivers. I will assign groups and your group will email me with your chapter choice. Presentations should be polished, well-rehearsed, and exactly four minutes.

*How to do a Reading Presentation*

Reading presentations should focus on the most important take away points from the reading, how it relates to course themes, and what stood out to you. Do not summarize – there is far too much reading for this and your classmates will have done the reading. Ahead of class, each member of the group should email me one discussion question related to your presentation. This assignment refreshes us all on the topics for discussion and helps you synthesize ideas and practice public speaking.

You may consider some of the following questions to motivate your presentation: What did you find inspiring? What did you disagree with and why? What did you not understand? Why should we care about this topic? What does it mean for our future? Can it help ground us in hope? How can we communicate hopeful parts of this topic to others?

3. Look out for other assignments in the course schedule and in class.

### **Final Project – 90%**

This course culminates in an original research project of each student's choosing. As the conference approaches, you will develop your research project with a narrow focus. Examples of foci include geopolitics, equity, justice, activism, food, gender, public health, science, and developing countries. You will draft your paper based on secondary sources before you depart. Following the release of the conference schedule, you will plan your week and seek out potential interviewees, contacting them in advance to arrange meetings. You are required to conduct:

- at least 3 interviews with individuals based outside the U.S.
- of the total interviews, at least 2 should be with people based outside the U.S. and Europe

Upon your return to the U.S., you will complete your research paper based on the original research you conduct at the COP. You are also required to share your research in two public presentations. One should be in your home community at a location such as a Rotary Club, church, coffee shop, or other public space. Schedule this during winter break when the conference is fresh in people's minds. The other presentation will be in collaboration with your classmates at CSBSJU's Scholarship and Creativity Day. I highly encourage you to reach out to share your experience with the [CSBSJU Climate Action Club](#) and the [St. Cloud Citizens Climate Lobby](#) as well.

#### *Final Project Details*

The following assignments, with the exception of the final draft, will be graded using the following system. They are important foundational pieces of an excellent research paper:

- V+ Excellent, goes above and beyond expectations.
- V Good, meets expectations.
- V- Needs Improvement.

If you consistently get V+s on these assignments, you will get an A on this portion of the points.

### Topic Narrowing

Bring 2 topics to class. These should be things you are **¡excited!** about. We will discuss our ideas and hopefully narrow down on our favorites. For each topic, describe the following:

1. Topic:
2. Research questions I could ask about this topic (at least 2):
3. People (generally and specifically, as possible) I could interview for this topic are (at least 6):

For example, if your project is about how a small island nation is mitigating sea level rise, you might say that you want to interview two delegates from that county, a person who works for an NGO engaged in projects related to sea level in the country, a young person from a small island nation, and two NGO people focused on climate change mitigation.

\*Be sure to explain the logic behind each interviewee and cover the interviewee requirements noted above. I ask you to brainstorm 6 people because no matter how hard you try, things come up and you will likely not be able to interview all the people you plan on. Better to have a lot of back up ideas!

4. Sources I could use for my topic include (at least 2):

Think about course materials, do a bit of googling, and browse the library to come up with ideas.

Check out the syllabus and the [UNFCCC Topics Page](#) to browse items that you could research. Select a topic, then “The Big Picture” for good summaries of key climate components.

### Annotated Bibliography

10 sources for your paper in correct format (your choice, just be consistent) with 3 sentences for each that summarize the argument of the source and why it is useful for your project. Here are some questions you may answer in your annotation:

- What is the topic of this paper/book/film/article?
- What is the author’s argument or conclusion?
- What research method does the author use?
- What does the author find (what are the results of their data)?
- How does it relate to your project?
  - Is it an example of the topic or method you wish to use?
  - Does it describe a well-established theory that you want to explore?
  - Does it describe findings from a case similar to yours?
  - Does it provide essential background information?

## Interview Guide

A list of at least six possible interviewees (as in your Topic Narrowing assignment).

A list of the interview questions, organized around theme, that you plan to ask. Depending on who you plan to interview, you may need to make slightly varied interview guides for each type of interviewee. For example, you might ask more detailed policy questions of a policy maker than of an activist, who you might want to ask about protest art.

## Interview Role Play – November 6

We'll role play securing and conducting interviews at the COP. Be sure to bring your interview guides, a folder or clip board (something stiff that you can write on top of and keep your materials in), a small note pad, pen, and recording device. Bring accessories to act as your interviewee of choice (e.g. name tags of your favorite policymaker, country flag tags, NGO logos).

## Outline

You may format your outline as you wish, with the following minimum requirements:

1. Headings, including:

- Introduction
- Background or Context or Literature Review
- Methods
- Findings or Analysis
- Conclusion
- Bibliography

2. Complete sentences for each topic sentence of each paragraph.
3. Bullet points for body of each paragraph with last name of source author as appropriate.
4. At this stage, you will have information for all sections with the exception of the following: you will have *some of* your analysis and *some of* your conclusion. The interviews you conduct will fill in the remainder of these sections.

## Drafts & Peer Review Form

Draft 1: Write a full draft of your paper.

Exchange for peer review.

Draft 2: Incorporate your classmate's feedback, revise, and hand in for Corrie to read.

## Interviews

Upload as audio files to Canvas by Dec 21.

## Daily Fieldnotes

Upload to Canvas each night by 12 pm Poland time. These are daily reflections from your week at the COP. When you have down time during the day, and in the evening, write everything you did

that day, who you talked to, what they said, what you participated in, events you went to, your impressions of all of this, your reflections on what it all means for your research project. You should have at least one-page single space of notes for each day. They can be messy stream of consciousness. The point is to get your experiences down on paper. Your memory is always much clearer the day of an experience. Be sure to separate the facts of the day from your reflections on them. I like to put my own thoughts in italics or brackets. Create clear headers for each day that have dates and are numbered 1-5, or 6, if you are able to participate in COP activities on either end of the work week. Feel free to write your fieldnotes all in one document and upload the updated document each day.

Final Paper

Due January 10 on Canvas. If possible, I advise you to analyze your data and write your paper in December, while it is fresh in your mind. This could be a great use of your flight home ☺

Requirements:

- 10-15 pages, double spaced, times new roman, size 12, 1” margins
- Include at least 2 quotes from each interviewee. Format like this: “interviewee’s words” (Anjali Appadurai, Interview, 12/7/18). If you state the interviewee’s name in the lead up to the quote, you do not need to include their name in the parentheses. For quotes longer than 4 lines, indent the quote. To do this, put the quote on a new line of text, select it, and use the “insert indent” icon on the home tab of MS Word.
- Include at least 2 references to your field notes. At the end of a sentence paraphrasing or quoting your fieldnotes, include this: (Fieldnotes, 12/8/18).
- Incorporate Corrie’s feedback from Draft 2
- 12-15 sources
- Add an appendix called “Interviewees” that includes your interviewee’s information in alphabetical order (position, where they are based, date of interview). For example:  
Corrie Grosse, Assistant Professor of Environmental Studies at CSBSJU, St. Joseph, MN, USA, December 5, 2018.

**Summary**

\*Follow instructions in schedule for whether to hand in assignments as hard copies or on Canvas.

	Points	Percentage
Participation	15	10%
Final Project		90%
Stepping Stones	40	25%
Final Paper	100	65%
Total	155	100%

Grades will be calculated on a percentage basis, using the following cut off points:

- |                    |                    |                   |
|--------------------|--------------------|-------------------|
| A= 92.5% to 100%   | BC= 77.5% to 82.4% | D= 59.5% to 67.4% |
| AB= 87.5% to 92.4% | C= 72.5% to 77.4%  | F= <59.4%         |
| B= 82.5% to 87.4%  | CD= 67.5% to 72.4% |                   |

## Formatting and Writing

Written work should be double spaced, size 12, Times New Roman font, one-inch margins, double-sided, and should appropriately cite sources. You may use whichever citation system you are most comfortable with, just be consistent. If you are an Environmental Studies major, use Chicago Notes and Bibliography (NB) style. References do not count in assignment page limits. Visit the Environmental Studies library page (<http://guides.csbsju.edu/c.php?g=331326&p=2224732>) for instructions on Chicago Notes and Bibliography (NB) style.

Use EndNote to format your citations. Practice with this software now will help you tremendously in other upper division courses. See <http://guides.csbsju.edu/endnote> for information on downloading EndNote and to schedule a help session with Jonathan Carlson in the library.

Make use of the Writing Center (<http://www.csbsju.edu/writing-center>) and Student Academic Resources (<https://www.csbsju.edu/academics/academic-resources>) to improve your writing and study skills.

## Late Policy

The goal of this policy is to help you learn how to plan ahead and organize your time, a skill that you must master in college.

Situation 1: Requesting an extension in advance

I recognize that you all lead complex lives. Therefore, you may request an extension on an assignment at least one day **in advance** of the due date. In your request, please propose a date by which you will turn it in. I will consider these requests on a case by case basis.

Situation 2: Failing to request an extension in advance. Please don't lose credit this way!

The first assignment handed in late without an in advance extension request *or* an emergency, will lose 2 letter/check grades. I will not accept additional late assignments without an in advance extension request or an emergency, resulting in grades of zero.

## Academic Integrity

CSBSJU's academic integrity policy can be found here (<http://www.csbsju.edu/academics/2017-2018-catalog/academic-policies-and-regulations/rights/academic-misconduct>). It is your responsibility to be familiar with this policy. Academic dishonesty is a serious offense. Follow this easy guideline: If you're not sure, *cite it!*

## Accessibility Support Services

This course welcomes and accommodates all interested students. Students with disabilities who require accommodations to fully participate in course activities or meet course requirements should speak to me and Student Accessibility Services. For information contact Student Accessibility Services, CSB Henrita Academic Building 105, (320) 363-5245, [sas@csbsju.edu](mailto:sas@csbsju.edu), or visit <http://www.csbsju.edu/student-accessibility-services>.

## Help!

I am here to help you develop as a thoughtful, engaged, and imaginative member of society. If you struggle with reading, studying, writing, or speaking in class, please come talk to me right away so we can devise strategies to help you improve over the semester. Take advantage of seeking help from your professors and resources on campus!

## Office Hours, Email, and Canvas

Please come to my office hours with questions or concerns regarding the course, assignments, environmental studies, or our collective future. Please *contact me sooner rather than later* if you are struggling with any aspect of the course. I will respond to emails within 24 hours Monday through Friday. Students should not expect an email response during weekends or holidays. Please reserve email communication for scheduling appointments.

Please check your email and Canvas regularly to ensure smooth and timely communication. All course materials and assignments will be posted on Canvas.

In line with feminist pedagogy, please draw on your classmates as a resource (space provided below for two people's contact information). Please contact your classmates with questions about the course (if you miss a class, or have a question about ideas or assignments).

Classmate 1 \_\_\_\_\_ Classmate 2 \_\_\_\_\_

**Acknowledgements:** I thank the teachers who have informed my teaching, this course, and whose material and ideas I have borrowed in this syllabus: John Foran, Ali Hendley, Chandra Russo, and Carly Thomsen.

## COURSE SCHEDULE – 11 meetings + COP

Note: I intend to follow the given schedule but reserve the right to make changes as the course progresses. Changes will be announced in class. It is your responsibility to get this information from a classmate or from me if you are absent.

Week 1	<b>August 28 – Introductions</b> wprowadzenia
	Readings: most of <i>The No-Nonsense Guide to Climate Change</i> by Danny Chivers Course Syllabus (complete this after class)  Due: Presentations on Chivers, Chapter 1, 2, 3  Resource: <a href="#">Climate Acronyms and Key Terms</a>
Week 2	<b>September 4 – Climate Change Basics</b> podstawy zmian klimatycznych
	Reading: all of <i>The No-Nonsense Guide to Climate Change</i>  Due: Presentations on Chivers, Chapters 4 - 9

	<p>Due: in class and on Canvas - Topic Narrowing  Due: Set up your EndNote Web Account and Cite While you Write  <a href="http://guides.csbsju.edu/endnote">http://guides.csbsju.edu/endnote</a></p> <p>Quiz: hello and goodbye (see Tips from Lonely Planet document on Canvas – this is what we will go by. See helpful pronunciation here: <a href="https://www.17-minute-world-languages.com/en/polish/">https://www.17-minute-world-languages.com/en/polish/</a>. There are many great free apps for learning languages.)</p>
Week 3	<p><b>September 11 – The Physical Science</b>  nauka fizyczna</p>
	<p>Guest Speaker Professor Troy Knight</p> <p>Readings:  Ruddiman 2005  IPCC Fifth Assessment Report – Physical Science – Summary for Policy Makers (2013)  This is dense. Do your best and know that this is what decision makers look to for climate science. As you read, consider whether and how it meets its stated purpose of informing policy makers. Bring questions for Dr. Knight, based on the readings.</p> <p>Quiz: yes &amp; no</p> <p>Resources:  <a href="#">IPCC Working Group 1 AR5 Video on Physical Science Basis</a> 9 minutes  <a href="#">WG1 AR5 Poster</a>  <a href="#">WG1 AR5 Power Point Presentation</a>  <a href="#">WG1 AR5 FAQ Brochure</a>: helpful resource for answering questions you may receive, such as <i>how do we know the world has warmed?</i>  <a href="#">AR5 Synthesis Report Interactive Website</a>: This covers observed changes, future changes, adaptation and mitigation</p>
Week 4	<p><b>September 18 – The Big Picture UNFCCC, Mitigation, Adaptation</b></p>
	<p>Readings:  <a href="#">Climate Change: Get the Big Picture</a> - spend a couple of hours exploring this. Come to class with three key things you learned and why you think they are important.  <a href="#">Carbon Emissions Past, Present and Future</a> (short video)  Death by Degrees: Taking a Feminist Hard Look at 2 Degree Climate Policy (2009)  <a href="#">Adapting to Climate Change in MN</a> (2017), skim this document to get a sense of how different agencies in MN are responding to climate change. This also details climate change effects in MN.</p> <p>Quiz: please &amp; thank you</p> <p>Resources:  <a href="#">UNFCCC Interactive Timeline</a>  <a href="#">Timeline</a> in written form  <a href="#">Two degrees: The history of climate change’s speed limit</a></p>
Week 5	<p><b>September 25 – The Convention</b></p>

	<p>Reading: <a href="#">The UNFCCC</a> (1992) – To prepare for class, follow my instructions written within the PDF</p> <p>Due on Canvas only: half of the Annotated Bibliography</p> <p>Quiz: you're welcome &amp; excuse me/sorry</p>
Week 6	<p><b>October 2 – Kyoto, Paris Agreement, and Research Methods</b></p>
	<p>Reading: <a href="#">What is the Kyoto Protocol?</a>; <a href="#">Emissions Trading</a>; <a href="#">Clean Development Mechanism (CDM)</a>; <a href="#">Joint Implementation</a>; <a href="#">The Paris Agreement</a> (2015): to prepare for class, follow my instructions written within the PDF</p> <p>Due on Canvas only: full Annotated Bibliography</p> <p>Quiz: How are you? &amp; Fine. And you?</p> <p>Resource: <a href="#">CAIT Paris Contributions Map</a></p>
Week 7	<p><b>October 9 – NO CLASS – Fall Break</b></p>
Week 8	<p><b>October 16 – Climate Justice</b> sprawiedliwość klimatyczna</p>
	<p><b>Readings:</b> to prepare for class, see discussion questions below</p> <ol style="list-style-type: none"> <li>1. <a href="#">CAIT Climate Data Explorer – Equity Explorer</a> (to prepare for class, see instructions below)</li> <li>2. Climate Justice: An Analogy</li> <li>3. <i>Organizing Cools the Planet</i>, pages 18-23. <u>The Human Face:</u></li> <li>4. <a href="#">The Refugees the World Barely Pays Attention To</a></li> <li>5. <a href="#">Statement and Poem by Kathy Jetnil-Kijiner</a> at COP (2014) (6 min video)</li> <li>6. <a href="#">The Great REDD Gamble</a>, pages 6-10</li> </ol> <p><u>Solutions - The Movement:</u></p> <ol style="list-style-type: none"> <li>7. The Fossil Free Movement “<a href="#">About</a>”: click and expand on all “read more” and links including the three demands, video, <a href="#">welcomes</a>, and values and <a href="#">shared organizing principles</a> links.</li> <li>8. “<a href="#">What is Fossil Fuel Divestment</a>” site and video</li> <li>9. Organized Denial and Resistance: “<a href="#">Fossil Fuels on Trial</a>” (2018)</li> </ol> <p>CAIT Instructions:</p> <ol style="list-style-type: none"> <li>1. Go here: <a href="#">CAIT Climate Data Explorer – Equity Explorer</a></li> <li>2. Choose Countries, including the US, China, one country from the European Union, one country from <a href="#">ALBA</a>, one country from the <a href="#">LDCs</a>, one country from <a href="#">AOSIS</a>, one country from the <a href="#">African Group</a>. Add more if you like.</li> <li>3. Choose Indicators (be consistent with units), including current emissions, cumulative per capita GHG emissions, cumulative total GHG emissions, and one indicator from each of the remaining three categories (Development, Vulnerability, Action).</li> <li>4. Save your images</li> <li>5. Be prepared to discuss your images.</li> </ol>

	<p>Resource: country groupings at COPs <a href="https://unfccc.int/process-and-meetings/parties-non-party-stakeholders/parties/party-groupings">https://unfccc.int/process-and-meetings/parties-non-party-stakeholders/parties/party-groupings</a></p> <p>Discussion Questions: be prepared to discuss these in class</p> <ul style="list-style-type: none"> <li>• Which readings most excite you and why?</li> <li>• Why did I have you read about the “Welcome” and “Organizing Principles”?</li> </ul> <p>Due in class and on Canvas: Interview Guide</p> <p>Quiz: Do you speak English?</p> <p>Resources:  <a href="#">The Teen-Agers Fighting for Climate Justice (2018)</a>  <a href="#">Dear Matafele Peinem</a>, poem and video by Kathy Jetnil-Kijiner (2014) – high quality version of poem from her statement at the COP.  <a href="#">Fighting Climate Change with Poems: Kathy Jetnil-Kijiner</a> (4 min)  <i>Toward Climate Justice</i> by Brian Tokar  <a href="#">There is No Climate Justice if the Poor are Left Behind</a>  <a href="#">The Climate Movement Must Stand with Ferguson</a>  <a href="#">Carbon Fundamentalism vs. Climate Justice</a>  Contours of Climate Justice: Ideas for Shaping New Climate and Energy Politics, especially the chapter called “Climate Justice in the US”  <a href="#">Carbon Trading: How it Works and Why it Fails</a></p>
Week 9	<b>October 23 – The Nitty Gritty</b>
	<p>Readings</p> <p><u>Capitalism:</u>  <a href="#">“The Commons, The Pope, and the System”</a> (2015)  <a href="#">“Is Capitalism Driving Climate Change?”</a> (2016) (25 min video)</p> <p><u>The Free Market:</u>  <a href="#">“Why do Economists Describe Climate Change as a ‘Market Failure?’”</a> (2012)  <a href="#">“Is There a Free-Market Solution to Global Warming?”</a> (2014)  <a href="#">“Michael Liebreich: Clean Energy Needs Less Regulation, Not More”</a> (2014)</p> <p>Resources on Capitalism  <a href="#">The Kochtapus</a>  Klein, Naomi. 2014. <i>This Changes Everything: Capitalism vs. the Climate</i>. New York: Simon &amp; Schuster. <a href="https://archive.org/details/NaomiKleinThisChangesEverything">https://archive.org/details/NaomiKleinThisChangesEverything</a></p>
Week 10	<b>October 30 – NO CLASS</b>
	<p>Reading: sources for your project  Due on Canvas only: Outline</p>
Week 11	<b>November 6 – What to Expect at the COP</b>

	<p>Interview Role Play</p> <p>Reading: <i>Not Without Us</i>. This film will be screened outside of class time. Time and Place TBA.</p> <p>Due on Canvas only: revised Interview Guide (based on Corrie's feedback)</p> <p>Quiz: I don't understand &amp; Where's the Toilets? &amp; Women/Men</p>
	<p><b>November 12</b> – Monday Due: First Draft - email to your reviewer and Corrie by 12 pm</p>
Week 12	<b>November 13 – COP Prep</b>
	<p>Logistics: Jean Lavigne</p> <p>Readings: TBA, Your peer's paper, fill out peer review form</p> <p>Due: Peer Review Form - email to the author and Corrie</p>
Week 13	<b>November 20 – NO CLASS – Happy Thanksgiving</b>
	Due on Canvas: Draft 2
Week 14	<b>November 27 – COP Prep</b>
	<p>Readings: <a href="#">Earth Negotiations Bulletin on COP 23</a></p> <ul style="list-style-type: none"> <li>• Pages 1-3 (sections: "Summary", "A Brief History of the UNFCCC", "Report of the Meetings", "Opening Ceremony", "Opening Statements")</li> <li>• Pages 30-32 (section "A Brief Analysis of the Fiji/Bonn Climate Conference")</li> </ul> <p>This reading is meant to make you familiar with the last COP and also the format of writing of Earth Negotiations Bulletin (ENB), whose daily reports we will all follow when the COP begins.</p> <p>Quiz: Please bring the bill &amp; your favorite food</p> <p>Resource: "<a href="#">Information for Participants</a>"</p>
Week 15	<p><b>December 4 – COP Week 1 – NO CLASS AT SJU</b></p> <p>Readings: <a href="#">Daily updates from IISD ENB</a></p> <p>Due on Canvas each day this week for Week 1 participants: Fieldnotes</p>
Week 16	<p><b>December 11 – COP Week 2 – NO CLASS AT SJU</b></p> <p>Readings: <a href="#">Daily updates from IISD ENB</a></p> <p>Due on Canvas each day this week for Week 2 participants: Fieldnotes</p> <p>Due online for all: course evaluation</p>

	<p style="text-align: center;"><b>December 21</b> Due on Canvas: Interviews</p>
	<p style="text-align: center;"><b>January 10</b> Due on Canvas: Final Paper Due on Canvas: a paragraph describing your presentation in your home community.</p>