

Sociology 134A: Activism**A Love Story?****Winter 2019****Tuesdays and Thursdays, 3:30 p.m. (sharp) till 4:45 p.m.****HSSB 1174**

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So that's where we are. We didn't choose this. Given a choice, we would not have placed ourselves at this point in history. This is the role that has been given to us.

We are the ones who will determine how history writes the story of our time. It could easily be a crime novel. It could just as easily be a horror story, or a story of apocalypse. It's definitely a thriller with a thousand plot twists. It could be a nihilist, absurdist farce.

But we are the ones who have the chance to write the story of this decade as a love story, a story of love for justice, for our children, and for the Earth itself. That is

our adventure. That is our calling. That is the challenge we were born to....

This is the work of creative disruption, making small deflections in complacency, small obstructions to profits, small blockages to cowardice, to selfishness. This is the work of radical imagination, growing new islands where something better and more generous can grow. This is the work of moral courage, to stand firm in the flow. This is the work of community, a community of caring and courage, and the whole, wider, wilder community of all living things.

– Kathleen Dean Moore, “The Ecological and Cultural Context of our Time,” November 24, 2013

Statement of Purpose and Course Description [*this is long, but please read it!*]

This course, offered only for the second time (the first was five years ago), and itself the result of activism on the part of students, explores the phenomenon and experience of activism, and is focused this quarter on climate justice activism. For the purposes of discussion, we will start with a definition of activism as “efforts aimed in the direction of a deep transformation of a society toward greater economic equality and political participation, involving the actions of a strong and diverse popular movement.”

Movements advocating “justice” have collectively traced the limits of what human societies can and cannot achieve through utopian projects of active engagement. The twentieth century was fundamentally shaped a handful of full-on *social revolutions* – which Theda Skocpol, perhaps the most well-known sociologist of revolutions, has define as “rapid, basic transformations of a society’s state and class structures ... accompanied and in part carried through by class-based revolts from below.” In the twenty-first century, the nature of movements for what we might now call *radical social change* – in the sense of “a deep transformation of a society (or other entity such as a community, region, or the whole world) in the direction of greater economic equality and political participation, accomplished by the actions of a strong and diverse popular movement”– has itself changed, as radical activists, reformers, dreamers, and revolutionaries globally have pursued nonviolent paths to a better world, intending to live and act as they would like that world to be. That is, the ends of justice no longer are held to justify the means of violence, but the means of non-violent

resistance reflect and guarantee the ends that they seek.

Meanwhile, with respect to the state of the planet, we now face a crisis of existential proportions. It's time to *wake up!*

The latest [report](#) of the United Nations Intergovernmental Panel on Climate Change (IPCC) and in particular, the view of Dr. James Hansen, the world's best-known climate scientist, point toward the need for urgent climate action that will limit warming to 1.5 degrees Celsius (it's already risen 0.9 degrees Celsius with another 0.6 degrees already in the pipeline, so...) or less and restore the Earth's atmosphere to the scientifically established sustainable level of 350 parts per million of carbon dioxide (it passed the threshold of 400 ppm in May 2013 and continues to rise).

Meanwhile, in 2012 activist-scholar Bill McKibben noted that for an 80 percent chance to stay under 2 degrees, we would have to keep the total of all future greenhouse gas emissions under the equivalent of 565 gigatons of CO₂, but scarily, the proven reserves of all the fossil fuel corporations and oil and gas exporting countries come to 2,795 tons (annual emissions now run at more than thirty gigatons, and are going up, not down, and five years have passed so now the total carbon budget is close to 400 gigatons; you can do the math on when we need to get to zero). This means that 80 percent of these reserves have to be kept in the ground somehow and never extracted and burned.

On the side of hope, since 2007, or even earlier, a promising global climate justice movement has emerged behind the slogan "System change, not climate change!" making demands for a socially just, scientifically based, and legally binding climate treaty – instead, in 2015 to much fanfare we got the Paris Agreement, based on *voluntary pledges* of reductions by countries, which, even if all followed through, would lead to warming of over 3 degrees Celsius. To get such a 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 and/or possibly forced to do so by their own citizens and Earth citizens everywhere.

One of our primary goals, then, will be to develop an understanding of, and an appreciation for, the nature of *climate justice activism* today, on a global scale. This highly interactive class will combine relevant historical context (case studies) and sociological analysis (theories and concepts useful for understanding how social change occurs and is made). Students will come to understand the historical and sociological importance of organizing their communities, and develop a greater understanding of how to successfully apply those concepts to what will be

perhaps the greatest of the twenty-first century social movements.

This course is organized around the following questions:

What is it like to be a global climate justice activist, and in particular to be a young or student activist?

What are some of the skill sets that lend themselves towards effective organizing? What is the benefit of mastering them?

What are the problems and prospects of climate activism for deep social change in the twenty-first century?

Finally, we will think about whether and how this movement can effectively address the greatest problem the global community will face in our lifetimes – runaway climate change and the social chaos it promises to bring in its wake. And if this is possible, what forms might it take, and how could it achieve the goals of climate justice?

Students will engage in an innovative group planning process, a role play set in the future, and do research on an activist organization or strategy of their choice.

This course is about knowledge and positive action to secure a better future.

A Philosophy of Teaching and Learning

Sometimes, teaching and learning themselves can be forms of activism...

Learning and teaching are complex, endlessly fascinating collaborations. We learn enormous amounts from each other when we consider ourselves companions on an intellectual, potentially life-changing journey. Our goals include honing our critical thinking skills, improving on the ways we write and speak in and out of class, acquiring the ability to work collaboratively, learning the art of applying theoretical concepts to actual historical and contemporary situations, and making connections between what we study and how we live.

It is my belief that interaction, participation, and exchange – *discussion in its many forms* – are the best ways to teach and learn. We will do this through a variety of learning approaches, including discussions of many kinds, student-led presentations, guest speakers, mini-lectures, films, debates, and a role play. We will read analyses by scholars and activists, be exposed to the music and popular culture behind some of the movements, and engage in an actual activist visioning

group project as opportunities for discussing and attempting to understand activism more deeply.

This quarter, 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, if possible, a life-changing – experience.

I warmly invite each and every one of you to come to my office hours.¹ Come just to introduce yourself, come for further discussion of class issues, come if the materials are giving you trouble. If you are considering graduate school or are making career plans and would like to discuss these issues, I would be happy to listen and to advise you in whatever way I can. Your T.A. Adam Burston will also hold office hours (noted above) and he will be more than happy to meet and talk with you as well.

Readings

There will be a fairly *heavy* amount of reading in this course – sometimes more, sometimes less in a given week. But these will hopefully prove to be some of the most exciting and inspiring materials you'll ever read in college – or your money back!

You are *not* required to do every single reading, but rather, you will need to *pick and choose* among the assigned readings. Be sure to read *something* before every class, and try to bring a comment, thought, or question to raise. When time is crunched, one way is to first *skim* all the assigned readings for that day, and then. According to your sense of which looks most interesting, read as many of them as carefully as you can – you can always return to the readings later on, after the class ends in March.

You will notice too that the writing assignments are structured so that you can focus your reading on certain weeks of the quarter.

Gauchospace and e-mail

The course readings for the class are entirely on-line on our Gauchospace at <https://gauchospace.ucsb.edu>. Please let me know if you have any problems accessing them. Gauchospace is also the place where you will hand in all your work electronically.

¹ This paragraph is adapted from my colleague Avery Gordon.

So please check out the readings well before every class. You may want to print out and bring the day's readings to class.

In addition, please check your UCSB e-mail on a regular basis for important announcements, valuable tips, and special treats.

Students with Disabilities

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 the Disabled Students Program, as well as the instructor. If you qualify for services through the DSP, please turn in a letter of accommodation to the instructor. We will do everything possible to accommodate your individual needs. For more information, go to <http://dsp.sa.ucsb.edu/>

Policy on Plagiarism

Dr. LeeAnn G. Kryder writes this 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.”

And this is from Avery Gordon: “All quotations or words or ideas you take from a source must be credited and cited. Credit must be given: 1) for every direct quotation, 2) when a work is paraphrased or summarized in whole or in part in your own words, 3) for information that is not common knowledge. This includes the use of **online and internet sources**, including Amazon.com book descriptions and reviews. **Any** text or words that you use or take must be quoted and cited properly. When in doubt, quote and/or credit just to be safe. If you have a question about appropriate procedure, ask the teacher or teaching assistant.”

If we detect plagiarism on any assignment (and please be aware that internet plagiarism is among the easiest to detect), you will receive an F for the course, as well as face potential disciplinary action from the University. Again, from Avery Gordon: “Let me emphasize that there are no circumstances whatsoever (including claims that you did not realize you were doing it – it is your responsibility as a student to know) in which cheating or plagiarism is justified, legitimate or acceptable.”

A guide to Academic Dishonesty and the University's policies and procedures, including your rights, is available at:
<http://judicialaffairs.sa.ucsb.edu/CMSMedia/Documents/Academic%20Integrity%20at%20UCSB%20edited%20version.pdf>

It is your obligation to be familiar with these, since *lack of familiarity with definitions and policies is never a justifiable excuse for violating the code of academic honesty* (adapted from Avery Gordon).

Attendance and Participation

Now for the fun stuff! Everyone is expected to attend all class meetings and to prepare reading assignments in order to participate *fully* in discussions. We know that speaking in class is difficult for some – perhaps many – students, and we will work together to ease the burden of this. To overcome this and to make better presentations, see “On talking in class” and “Ten Most Common Rookie Mistakes in Public Speaking,” both on Gauchospace. Participants will be asked on occasion to facilitate the discussion in various ways, which we will work out together in class. We will conduct the class in a discussion-based way most of the time, so *you must be prepared to participate at every meeting, and I will endeavor to create a community atmosphere where you will look forward to having a turn to speak.*

I will take attendance at random intervals during the quarter, and your class participation will be measured by your attendance and participation in class, volunteering once for presenting a reading, participation in group projects, and general engagement with the materials. *Good participation can affect your grade positively, and bad participation ... well, let's say that it is always greatly to your advantage to attend class!*

The Written Assignments

Please note: The formatting guidelines for all papers in this course are 1” margins all around and 12-point size. We would like all papers double-spaced, and submitted on Gauchospace, preferably as a Word document (or failing that, as a pdf).

In many cases a good way to proceed is to present information, discuss a theory or idea, identify a controversy, etc., then state your point of view or reaction to the material, and *back it up* with reasons and evidence. We want to know what

you think, so please do not waste valuable space in summarizing texts, films, or the role play!

Grading system: Since most of the paper assignments in this class are short, we will grade them on a check minus/check/check plus system, where “v+” is roughly an “A”, “v” is roughly a “B”, and “v-” is roughly a “C.” You may also receive a “split” grade, such as v/v+ or v-/v. You may on occasion even have the good fortune to receive a “v++” which can be thought of as “something like A+.”

If you have any questions about a grade, please see the person who graded the paper (more often than not this will be Adam), and then, if necessary, John, and we can talk about it.

Four Reading Responses: Fifteen percent of your grade.

You will write four reading responses this quarter (counting the pre-class reading response), and post replies to your classmates’ responses on three 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 6 p.m. one day before a class session. For example, if the class is on Tuesday, the response will be due on Monday at 6 p.m. on the course Gauchospace website.

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

Address at least one required reading 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 more than readings, and 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 three occasions (not on the pre-class response assignment, but any of the ones after that), you will write a short reply to someone's response, due before the class start time.

Note: this is independent of your own Reading Responses, so you can reply to anyone's post on any week.

Your reply should:

- Contain at least three sentences and no more than two paragraphs or central points.
- 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.
- End with your name.

Film Review of Occupy Love: Ten percent of your grade – due on GauchoSpace by midnight on Monday, January 21.

After we finish screening *Occupy Love*, you should write a typed, double-spaced essay of about 600 words (about two full pages as formatted above). This should cover one or more of the *issues* raised for you by the film, whether analytic or emotional. *Avoid summary*, and use your limited space to make an argument or observation of some kind, state your point of view, and back it up with reasons and evidence from the film. See “How to Watch a Film” in the course reader.

Role Play Write-up: Ten percent of your grade – due by midnight on Monday, February 4.

After we do Zack King's role play on Thursday, January 31, you should write a typed, double-spaced analysis of about 600 words (about two full pages as formatted above). In this write-up – as in all writing for this course – we will be looking for your ability to articulate your own arguments and your reasons for them. *Avoid summary*, and use your limited space to make arguments and observations about it. You might want to cover some aspect of the issues raised by the role play, focused on and extending in an original manner one or more arguments or issues that interested you during the group process. Another

approach would be to answer the question: having done the exercise now, what should the class or you have done differently, and why?

Mid-quarter essay: Ten percent of your grade – due by midnight on Monday, February 11.

For this paper you are to write a three-page essay (about 900 words) on a topic that will be assigned before the end of January. 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.

Analysis of an Activist Organization or Strategy: Fifteen percent of your grade – due by midnight on Monday, March 4.

Everyone will get to do a small individual project that they choose according to guidelines that will be discussed in class by the beginning of February. For this paper you will do some original research and write a three-page essay of about 900 words.

Group Project and Presentation: Fifteen percent of your grade – in class presentations in weeks nine and ten of the quarter.

This project will involve teams of five students working together as a “crew” to carry out the experiment in making change that is described by Richard D. Bartlett in his essay “Courage Before Hope: A Proposal to Weave Emotional and Economic Microsolidarity” (December 20, 2018), <https://www.resilience.org/stories/2018-12-20/courage-before-hope-a-proposal-to-weave-emotional-and-economic-microsolidarity/>

You will need to meet two or three times outside of class, and design a proposal that addresses the following issues:

...assuming we are [headed for] a major collapse, what is an appropriate action to take? How do we plan for a future where there may be less peace, much less food, and unstable governance? What kind of action plan is fit for purpose in the last decade of the Anthropocene?

In the last two weeks of class, each crew will have ten minutes to present their ideas to the full group (“the congregation”)!

Final Essay: Twenty-five percent of your grade – due by midnight on Monday, March 18.

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 February. By prior agreement (you should secure this before March 5), you can write on a topic of your choice if you get John's permission to do so.

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.

Writing Resources

The class Gauchospace contains several excellent guides on how to write well for this class and all your classes, by John Foran, Chris Bickel, Manuel Callahan, and others. It is well worth your while to study these before every piece of writing you do this quarter (and for your other classes as well), until you feel you have mastered and can practice what they say.

Five Rules for Best Participation²

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.

² This section was written by Zack King, UCSB scholar-activist, for one of his classes.

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 had the chance to speak a great deal, you make an effort to drop back, listen, and encourage others to speak. Step up means, if you're shy or just having trouble engaging, you push yourself to speak up and contribute your truth.

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 to sleep in class if you have to, and I would advise you never to skip class to finish a paper – it's better to finish it after attending class that day.]

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Please turn off and put away all cell phones in class. You may use your computer, but if we see that you are making phone calls or texting or checking your email or otherwise using your computer for non-class activities, we will ask you to leave the class!

Following the News: Tracking Current Issues

As a current and ongoing event, the general topic of activism is always in the news. As the occasion arises, we may discuss current events, so please feel free to bring it to the instructor's attention.

Important tips on how to read and analyze the news are found in our GauchoSpace: Rich Kaplan, "Analyzing the News," and Yousef Baker, "Reading the News on the Middle East."

Excellent resources for news stories include:

The New York Times (the paper of record in the U.S.): <http://www.nytimes.com/>

BBC News (England and United Kingdom's news source of record):

<http://www.bbc.co.uk/>

The Guardian (the best newspaper in the U.K.): <http://www.guardian.co.uk/>

Amy Goodman's *Democracy Now!*, the best source of progressive global political journalism in the U.S.: <http://www.democracynow.org/> – you can subscribe to it at the website.

Resilience (website of the Post-Carbon Institute, which features longer than news analysis essays on topics of sustainable development, social movements, and our planetary crisis): www.resilience.org

Dissident Voice – “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/about/>

Other good websites for news and views on climate activism and the climate crisis include *Grist*, *Alternet*, *Common Dreams*, *Grist*, *Truthout*, *Truthdig*, *Znet*, *Counterpunch*, and *Salon*.

Course Topics and Reading Assignments

Part One:

Different Futures are Possible...

The Climate Crisis and Climate Justice Activism for Beginners

Qualities of a Global Citizen/Game Changer

“Thomas Berry says the Great Work of our time is to carry out the transition from the current period where humans are a devastating presence on the Earth, to one where the human presence is mutually beneficial to the planet and the entire community of life – a mutually

enhancing human/Earth relationship. To do this we need to undergo, at both an individual and collective level, a fundamental transformation – a virtual reinvention of what we consider a human being to be.”

The Pachamama Alliance believes that this great work requires a critical mass of conscious, committed individuals working collectively to “change the game.”

Tuesday, January 8. First Meeting: Starting Up and Getting into the Topic

We will use this space to explore what this class is about and to see what aims and interests participants have for this course, so bring your ideas and creativity!

Readings to be done before class meets:

Patrick Walker, “Climate Movement” (December 18th, 2018), <https://dissidentvoice.org/2018/12/peace-activists-best-hope-the-sunrise-climate-movement/>

Rex Weyler, “What can we do?” (10 June 2018), <https://www.greenpeace.org/international/story/17014/what-can-we-do/>

Rob Hopkins, “My IPCC Take-away: Imagine. Take Action. Repeat (November 9, 2018), <https://www.resilience.org/stories/2018-11-09/my-ipcc-take-away-imagine-take-action-repeat/>

John Michael Greer, “The Flight from Nature” (December 19, 2018), <https://www.ecosophia.net/the-flight-from-nature/>

Thursday, January 10: Love and Climate Justice, part 1

Today we will start a crash course on climate change, and get an introduction to the 2011 Occupy movement with a screening of *Occupy Love* (Velcrow Ripper, director, 2013, 86 minutes)

Readings:

Danny Chivers, *The Non-Nonsense Guide to Climate Change*, 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; and Chapter 5: “How Much Do We Need to Cut?” 92-101.

Note: *special assignment due on Gauchospace before class Tuesday, January 15: The Ecological Footprint Quiz.* Please go to http://myfootprint.org/en/visitor_information/

Take the quiz, capture the results page and put it into a word document or a pdf your name on it, and evaluate why you got the score you did, in a couple of sentences. This counts as part of your participation grade.

Tuesday, January 15: Love and Climate Justice, part 2

Today we continue our crash course on climate change, and continue to screen *Occupy Love*.

Website on the film:

Occupy Wall Street, <http://occupywallst.org/>

Readings:

Danny Chivers, *The Non-Nonsense Guide to Climate Change*, 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; and Chapter 11: “Ten Top Tips to Save the Planet,” 189-196

Bill McKibben, “Global Warming’s Terrifying New Math: Three simple numbers that add up to global catastrophe - and that make clear who the real enemy is” (July 19, 2012), 1-12, <http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719>

Naomi Klein, “Occupy Wall Street: The Most Important Thing in the World Now,” 1-3,
<http://www.thenation.com/article/163844/occupy-wall-street-most-important-thing-world-now>

Part Two: 21st Century Activism

They say we are dreamers or fanatics. The institutional left continues to regard politics as the art of the possible. And Zapatismo doesn't. We have to do politics in a new way. You can't accept only what is possible because it will bring you into the hands of the system. This is a very difficult struggle. It is very, very difficult.

– Javier Eloriaga, a member of the National Coordinating Commission of the FZLN, quoted in Kara Zugman Dellacioppa, *This Bridge Called Zapatismo: Building Alternative Political Cultures in Los Angeles, Mexico City, and Beyond* (Lanham, MD: Lexington Books, 2009), 73

Thursday, January 17: Theories of Activism and Radical Social Change

Today we'll do an overview of the new activism of the 21st century.

Readings:

John Foran, “Beyond Insurgency to Radical Social Change: The New Situation,” forthcoming in *Social Justice Studies*, 1-30

Gavin Grindon and John Jordan, *A User's Guide to Demanding the Impossible*, Produced by the Laboratory of Insurrectionary Imagination (London, December 2010),
<http://artsagainsteuts.files.wordpress.com/2010/12/users-guide-to-the-impossible-web-version.pdf>, 1-60 [it's a quick read!]

Additional readings for a debate about violence and non-violence:

Derrick Jensen, excerpts on pacifism and violence from *Endgame*, volume 1: *The Problem of Civilization* (New York: Seven Sisters Press, 2006), 1-14

Chris Hedges, “The Cancer in Occupy” (Feb 6, 2012), 1-5,
http://www.truthdig.com/report/page2/the_cancer_of_occupy_20120206/

Rebecca Solnit, “Throwing out the Master’s Tools and Building a Better House,” *Znet* (November 11, 2011), 1-7,
<http://www.zcommunications.org/throwing-out-the-master-s-tools-and-building-a-better-house-by-rebecca-solnit>

NOTE: your review of the film, *Occupy Love*, must be posted on GauchoSpace by midnight on Monday, January 21!

Tuesday, January 22: The Zapatistas Kick off the New Century Six Years Early

Today we will look at the indigenous uprising in Chiapas, Mexico, on New Year’s Eve of 1994, the moment when the North American Free Trade Agreement [NAFTA] took effect. We may also view excerpts from the film *Zapatista!* (1998, produced by Benjamin Eichert et al., Big Noise Films, 54 minutes).

Readings:

Wikipedia, “Zapatista Army of National Liberation,” 1-15

“Words of Comandanta Esther,” 195-204

EZLN, “First Declaration from the Lacandón Jungle,” 217-20

Marcos, “Why We are Fighting: the fourth world war has begun,” 1-12

John Holloway, “Twelve Theses on Changing the World without Taking Power,” 1-6

Hillary Wainwright, “Change the World by Transforming Power – Including State Power!” 1-7

John Holloway, “Break,” part I of *Crack Capitalism*, 1-10

Thursday, January 24: The Triple Crisis

Today we will look at how the world is structured by a set of interesting crises: the economic inequality generated by a global capitalist economy, the lack of faith in all political parties by increasing numbers of people, and a culture of violence, from our most intimate interpersonal relationships to the militarism of nations.

Oh, and climate change too.

Readings:

John Foran, “The Future of Revolutions: Rethinking Radical Social Transformation in the Global North and South” (November 2018)

Tuesday, January 29: There’s Something Happening Here, and It’s Called the Global Justice Movement

If we look closely we can see the pieces of the first global revolution being put together. Every revolution up to now has been a national revolution, aiming at seizing control of a national government. But the blatant corporate bias of global rule-making institutions such as the IMF, World Bank and WTO have forced the grassroots democracy movement to start planning a global revolution. It is a revolution in values as well as institutions. It seeks to replace the money values of the current system with the life values of a truly democratic system.

– Kevin Danaher and Roger Burbach, introduction to *Globalize This! The Battle Against the World Trade Organization and Corporate Rule* (Monroe, ME: Common Courage Press, 2000), 9

In this meeting we will examine the global movement that sprang up around the same time as the Zapatistas and brought us one of the biggest acts of successful civil disobedience in the United States, in Seattle in 1998. We will do this by reading selections from the best book on the topic, Amory Starr’s *Global Revolt*,

and looking at the film *This is What Democracy Looks Like* (2000, Big Noise, 69 minutes).

Readings:

Amory Starr, *Global Revolt: A Guide to the Movements against Globalization* (London, Zed Press, 2005). Just read as much as you can of the parts that most interest you.

Thursday, January 31: Zack King Role Play, Apocalypse Now? A Worst-Case-Scenario Simulation of UCSB in 2050

Today we will imagine ourselves into a worst-case-scenario possibility for a future in which unrestrained climate change wreaks such havoc that dominant economies collapse and established political systems become untenable. You as a class will be given a future scenario in which you must organize yourselves for survival. You will live out several years compressed into our short class period, during which time you must find realistic ways to survive, perish, rebuild, or perhaps reinvent society altogether. Zack will guide this process lightly, but you as a class will be overwhelmingly responsible for figuring out how to communicate with one another, make decisions, and implement survival plans. You will learn about yourselves and the future. Good luck!!

Readings:

Rebecca Solnit, “How to Survive a Disaster,”
<http://lithub.com/rebecca-solnit-how-to-survive-a-disaster/>

Crimethinc, excerpts from *Expect Resistance*: “The End of the World” and “Disaster,” 183 to 198 (94 to 102 of the PDF),
http://library.uniteddiversity.coop/More_Books_and_Reports/Expect_Resistance.pdf

TIME interview with Mike Duncan, “Is This Our Moment of Decline? Lessons from Rome Before the Fall,”
<http://time.com/4986516/ancient-rome-comparison-mike-duncan/>

Nick Buxton, “Defying Dystopia: Shaping the Climate Future We Want” (January 2018),
<https://roarmag.org/magazine/defying-dystopia-shaping-climate-future-want/>

NOTE: Your Role Play Write-up: must be posted on GauchoSpace by midnight on Monday, February 4!

Part Three: Intersectional Climate Justice Activism

Tuesday, February 5: The Climate Justice Movement in the US

Today we'll begin an exploration of the climate justice movement in the United States.

Websites [scan these sites to see what's going on, you can write a Reading Response about a website this week if you like!]:

350.org: <https://350.org/about/>

Extinction Rebellion Los Angeles:
<https://www.facebook.com/ExtinctionRebellionLA/>

Citizens Climate Lobby:
<https://citizensclimatelobby.org/>

Climate Justice Alliance:
<https://climatejusticealliance.org/>

Climate Reality Project:
<https://www.climate reality project.org/>

Earth First: <https://earthfirstjournal.org/>

Movement Generation: <https://movementgeneration.org/>

Peaceful Uprising: <http://www.peacefuluprising.org/>

Power Shift: <http://powershift.org/>

Rising Tide: <https://risingtidenorthamerica.org/>

Sunrise Movement: <https://www.sunrisemovement.org/>

System Change Not Climate Change:
<https://systemchangenotclimatechange.org/>

The Climate Justice Project:
<http://www.climatejusticeproject.org/>

The Climate Mobilization:
<https://www.theclimatemobilization.org/>

The Leap: <https://theleap.org/about/>

Readings:

Naomi Klein, *This Changes Everything: Capitalism versus the Climate*, Chapter 9: “Blockadia: The New Climate Warriors,” pp. 291-336

Emily Witt, “The Optimistic Activists for a Green New Deal: Inside the Youth-Led Singing Sunrise Movement” (December 23, 2018), <https://www.newyorker.com/news/news-desk/the-optimistic-activists-for-a-green-new-deal-inside-the-youth-led-singing-sunrise-movement>

John Foran, Corrie Grosse, and Brad Hornick, chapter 26: “Frontlines, Intersections, and Creativity: The Growth of the North American Climate Justice Movement,” in Kum-Kum Bhavnani, John Foran, Priya A. Kurian and Debashish Munshi, editors, *Climate Futures: Re-imagining Global Climate Justice* (forthcoming in 2019).

Thursday, February 7: The Horizons of the Global Climate Justice Movement

Today, we will take a look at some of the global dimensions of the climate justice movement.

Readings

Patrick Bond, “Climate Justice,” in Carl Death, editor, *Critical Environmental Politics: Interventions* (London: Routledge 2014), 133-145.

Adam Welz’s Weblog, “Emotional scenes at Copenhagen: Lumumba Di-Aping @ Africa civil society meeting – 8 Dec 2009,”

<https://adamwelz.wordpress.com/2009/12/08/emotional-scenes-at-copenhagen-lumumba-di-aping-africa-civil-society-meeting-8-dec-2009/>

Yeb Saño, “‘It’s time to stop this madness’ – Philippines plea at UN climate talks” (November 11, 2013),

<http://www.climatechangenews.com/2013/11/11/its-time-to-stop-this-madness-philippines-plea-at-un-climate-talks/>

John Foran, “¡Volveremos!/We Will Return:” The State of Play for the Global Climate Justice Movement at the 2013 Warsaw UN Climate Summit COP19,” 1-25,

<http://www.interfacejournal.net/wordpress/wp-content/uploads/2014/06/Interface-6-1-Foran.pdf>

Joost de Moor, Brian Doherty, and Graeme Hayes, “The ‘New’ Climate Politics of Extinction Rebellion?” (November 28, 2018), <https://www.resilience.org/stories/2018-11-28/the-new-climate-politics-of-extinction-rebellion/>

Nadja Charaby, Maria Theresa Lauron, Till Bender, Katja Voigt, Tadzio Müller and Alanah Torralba, “COP24: No Response to the Crisis” (December 2018),

<https://socialistproject.ca/2018/12/cop24-no-response-to-the-crisis/>

Shannon Osaka, “All Talk, No Action: This Swedish teen is stealing the show at COP24” (December 5, 2018),

https://grist.org/article/greta-thunberg-activist-cop24-katowice/?utm_medium=email&utm_source=newsletter&utm_campaign=daily

Milan Schreuer, Elian Peltier and Christopher F. Schuetze, “Teenagers Emerge as a Force in Climate Protests Across Europe” (January 31, 2019),

<https://www.nytimes.com/2019/01/31/world/europe/climate-change-protests-students.html?rref=collection%2Fsectioncollection%2Fclimate>

Note: Your mid-quarter is due on Gauchospace by midnight on Monday, February 11.

Tuesday, February 12: Making Alliances at Standing Rock

Today we'll explore some of the indigenous dimensions of the climate justice movement.

Readings:

Winona LaDuke, "Winona Laduke and Sitting Bull at Standing Rock," <http://www.resilience.org/stories/2016-12-29/the-twelve-days-and-months-of-climate-justice-day-two-winona-laduke-and-sitting-bull-at-standing-rock/>

CrimeThinc, "Report Back from the Battle for Sacred Ground" (2016), <https://crimethinc.com/2016/11/01/feature-report-back-from-the-battle-for-sacred-ground>

Sarah Jaffe, "'Standing Rock Is Everywhere Right Now': A Conversation with Judith LeBlanc," *Truth-Out* (February 7, 2017), <http://www.truth-out.org/opinion/item/39379-standing-rock-is-everywhere-right-now-a-conversation-with-judith-leblanc>

Kyle Powys Whyte, "Why the Native American Pipeline Resistance In North Dakota Is About Climate Justice," *The Conversation* (2016), <https://theconversation.com/why-the-native-american-pipeline-resistance-in-north-dakota-is-about-climate-justice-64714>

Thursday, February 14: Intersectionality: Black Lives Matter

Today we'll ask if and how the Black Lives Matter movement and the climate justice movement can be articulated together to make both stringer (this is one of the meanings of "intersectionality").

Readings:

Black Lives Matter, "The Radical Intersectionality of Black Lives Matter," <http://www.resilience.org/stories/2017-01-03/the-twelve-days-and-months-of-climate-justice-day-five-the-radical-intersectionality-of-black-lives-matter/>

Deirdre Smith, "The Climate Movement Must Stand with Ferguson" (August 21, 2014), 1-4,

http://climateandcapitalism.com/2014/08/21/climate-movement-must-stand-ferguson/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+climateandcapitalism%2FpEtD+%28Climate+and+Capitalism%29

Sara Mersha, “Black Lives and Climate Justice: Courage and Power in Defending Communities and Mother Earth,” *Third World Quarterly* 39 (7) (2018): 1421-1434,

<http://grassrootsonline.org/wp-content/uploads/2018/01/Black-lives-and-climate-justice-courage-and-power-in-defending-communities-and-Mother-Earth-2017.11.01.pdf>

Eve Andrews, “Are women our best hope for fighting climate change?” August 14, 2014, http://grist.org/climate-energy/whos-our-best-hope-for-fighting-climate-change/?utm_source=newsletter&utm_medium=email&utm_term=Daily%2520Aug%252014&utm_campaign=daily, 1-8

Part Four: What are We Fighting *For*? A Look at Tomorrow

Tuesday, February 19: People are Making Change, Everywhere

Today we’ll start to screen and discuss a film that offers hope: *Demain/Tomorrow*, a French film from 2016 (Elle Driver, 118 minutes).

Please take at least 10-15 minutes to explore the movie’s website, which is rich in content, solutions, and ideas for this class:

<https://www.demain-lefilm.com/en/film>

Readings:

Rob Hopkins, “The unstoppable rise of ‘*Demain*’” (February 5, 2016), <http://www.resilience.org/stories/2016-02-05/the-unstoppable-rise-of-demain>

Thursday, February 21: Alternative Visions I: 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 scholar-activist and Eco Vista project co-founder Jessica Alvarez.

We'll also complete our screening of *Demain*.

Readings:

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

“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)

Website: TBA [if we get it together!]

George Thurlow, “Isla Vista: So Close to UCSB, So Far from Good” (Winter 2014),

http://www.ucsbalum.com/Coastlines/2014/Winter/feature_ivhistory.html

Tuesday, February 26: Alternative Visions II: Transition Towns and Degrowth

Today we will entertain the notion that *less* economic production could lead to a vastly better world, especially in the wealthy countries of the global North.

Readings and websites on the Transition Town movement:

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/>.

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/>

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/>

Websites of interest:

Transition United States –
<http://www.transitionus.org/about-us>

Common Transition Primer website:
<https://primer.commontransition.org/>

Global Ecovillage Network –
<http://gen.ecovillage.org/en/article/what-ecovillage>

Readings on the degrowth approach:

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/>

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/>

Sam Bliss, “Defending Degrowth at Ecomodernism’s Home” (August 17, 2018), <https://www.resilience.org/stories/2018-08-17/defending-degrowth-at-ecomodernisms-home/>

Thursday, February 28: Alternative Visions III: Buen Vivir, Ecosocialism, and Ecofeminism

Today we will consider several of the global South’s leading alternatives models for a better future, including 1) the indigenous concept of *Buen Vivir/Sawmaq Kawsay* (whose meaning is roughly “living better”) – a perspective

on the future from the Global South taken together with one of the most radical documents ever written, the “Universal Declaration of the Rights of Mother Earth,” along with Southern perspectives on ecosocialism and ecofeminism.

In the search for alternatives to capitalism, we ask the question: what if the answer lies at the possible intersections of indigenous cosmovisions plus Marxism plus democracy plus ecology plus feminism plus...?

Please take at least 10-15 minutes to explore these websites:

The Pachamama Alliance –
<http://www.pachamama.org/about/mission>

The Global Alliance for the Rights of Nature –
<http://therightsofnature.org/>

System Change Not Climate Change,
<http://www.systemchangenotclimatechange.org/>

Readings on Buen Vivir (*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>

Pablo Solón, chapters on “Buen Vivir” and “The Rights of Mother Earth,” pp. 13-58 and 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

Readings on ecosocialism:

Wayne Price, “A Green New Deal vs. Revolutionary Ecosocialism” (January 4, 2019),
<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/>

Many authors, Roundtable on Michael Löwy, “Why Ecosocialism: For a Red-Green Future,”
<https://greattransition.org/publication/ecosocialism-roundtable>

Reading on ecofeminism:

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

Note: Your research project analyzing an activist organization or strategy is due on GauchoSpace by midnight on Monday, March 4.

Tuesday, March 5: Student Presentations and Reports, Round 1

Today we will hear our first group reports.

Thursday, March 7: Student Presentations and Reports, Round 2

Today we will hear more group reports.

Tuesday, March 12: Student Presentations and Reports, Round 3

Today we will hear our final group reports.

Thursday, March 14: The Future of Activism

Today’s class will be a space for final reflections on the course, with a look ahead at the possibilities for activism after life at UCSB.

Note: Your Final Essay is due by midnight on Monday, March 18.



“Rules for being Amazing”

Risk more than is required.

Learn more than is normal.

Be strong. Show courage.

Breathe.

Excel. Love. Lead.

Speak your truth.

Live your values.

Laugh. Cry.

Innovate. Simplify.

Adore mystery. Release mediocrity.

Aim for genius. Stay humble.

Be kinder than expected.
Deliver more than is needed.
Exude passion. Shatter your limits.
Transcend your fears.
Inspire others by your bigness.
Dream big but start small.
Act now. Don't stop.
Change the world.

– Robin Sharma