

SOC 306: Social Change, Spring 2009

Instructor: Curtis W. Stofferahn, Ph.D.
E-mail Address: curtis_stofferahn@und.nodak.edu
Office: 206 B Gillette, 777-4418
Classroom: Nursing 204
Class Hours: 12:30 – 1:45 Tues. Thurs.
Office Hours: 10:00-12:00 Tues. Thurs.
Blackboard: [\(093\) SOC 306-01 Social Change](#)

Course Description: The focus of the course is on social change in American society in the context of climate change and peak oil. In order to construct our conversation about the social changes that climate change and peak oil may have on American society, we will employ the scenario planning process. We will deal with such topics as current trends in and meaning of contemporary social change, historical and contemporary theories of change, and processes of change, global changes, and the social consequences of contemporary change.

Course Goals:

1. Define and conceptualize social change
2. Examine contemporary social changes in American society
3. Discuss causes, patterns and theories of social change
4. Study social movements as a mechanism of social change
5. Learn how to conduct planned change efforts
6. Examine development in the Third World and the global economy affect your lives
7. Study ecological perspectives on change and the future of the world
8. Discover ways of accessing information from various sources to accomplish group research.
9. Develop critical thinking skills.
10. Learn how to communicate effectively the results of your work through effective writing.

Course Philosophy: It is my hope that you will enhance your skills as a critical thinker, communicator, researcher and life-long learner as we progress together through this course. I believe that learning is more than memorizing information and answering questions on a test. It is using information to gain an understanding of how things work and then to make them better. I like the following definition of learning: *"Learning (is) a process that culminates in the ability: to ask the right questions and frame good problems, to acquire information and evaluate sources of information, to critically investigate and solve problems, to make choices among many alternatives, to explain concepts to others (both verbally and in writing) and to generalize to new situations."* Ganter SL & Kinder JS, editors. Targeting Institutional Change: Quality Undergraduate Science Education for All Students. Targeting Curricular Change: Reform in undergraduate education in science, math, engineering, and technology. A report of the 1998 AAHE Conference on Institutional Change. The American Association for Higher Education

Pre-requisites: Three credit hours in sociology, critical thinking skills, writing skills, group work skills.

Required Text:

Harper Charles L and Kevin T. Leicht, 2007. Exploring Social Change: America and the World. Englewood Cliffs, NJ: Prentice Hall.

Optional Texts But Highly Suggested: (On reserve at Chester Fritz Library)

McKibben, Bill, 2007, Fight Global Warming Now; New York; Holt
Kunstler, James, 2005, The Long Emergency; New York; Grove Press

Videos to Be Shown in Class (also available on Blackboard Web Resources)

End of Suburbia: Oil Depletion and the Collapse of the American Dream
An Inconvenient Truth
A Crude Awakening: The Oil Crash
Six Degrees Could Change the World

Disability Statement:

If you need accommodations in this course because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. If you plan to request disability accommodations, you are expected to register with the Disability Support services (DSS) office (Room 190 McCannell Hall, 777-3425).

Blackboard:

Please make use of the materials and facilities available on Blackboard for this course. After we establish project working groups, I'll establish a page for each group on Blackboard – Communications – Group Pages. You can deposit documents on your group pages so they can be shared by other group members, you can send an email to one or all group members, and you can use the discussion board to set up a threaded discussion for your group.

Learning Circles

To facilitate interaction among members of working groups, we will use what is called Learning Circles.

Introduction: A Learning Circle is a self managed learning group. Participants learn at their own pace, drawing on their own experiences and without a lecturer or 'expert' running the show. Learning occurs through shared dialogue and inquiry. In this process all are teachers and learners. The direction, pace, style and topics are directed by the group. This may incorporate a variety of resources. There are three roles for members within a learning circle, organizing, facilitating (shared by the group) and participating.

Process: A typical learning circle (more traditionally called a study circle) is a group of people who meet regularly to discuss, learn about and consider action on an issue of concern to them, their communities or the wider society. Discussions are facilitated by a group leader which in our case will be your instructor, at least initially until we become more comfortable with the process such that anyone may assume the role. Learning circle groups use common resource material, which in our case will be our textbook, videos, and identified websites. The material is a guide to assist learning.

Learning circles make issues and ideas accessible: Learning occurs through shared inquiry and dialogue. All teach and all learn. Class members will progress at their own pace, drawing on their own experience and understanding. Life experience provides us with a great deal of knowledge — usually more than we realize. Learning circles are a way of drawing this out — and increasing class members' self-confidence.

Learning without being taught: As we become more comfortable with this process, class members will decide what issues to explore and how much time to spend on particular topics. Initially sessions will be guided by me, but later any class member may assume the role of the facilitator or coordinator. Sometimes the role of facilitator is shared among the class members in order to give everyone the chance to develop their skills. The facilitator helps the group frame its discussion and engage in lively talk in which everyone has the opportunity to participate equally.

Learning with resource information: Our class discussion will be supported by resource information. This can include our text, graphics, pictures, video, or websites. Resource material is simply a guide to support and help frame discussions. Class members are welcome to find their own resources—whatever they think they need to support their own learning priorities.

Outcomes: Outcomes achieved earning circles are intended to lead to action and change — in the views or behavior of class members or in their situation. As a method of learning, it is democratic in spirit, reflecting a belief that an informed community is essential to genuine participation and that ordinary people have the right and the ability to contribute to social change. Educational research on learning circles shows that: 1) The most satisfying aspects of participation for class members are sharing experiences, considering other viewpoints and learning more in a stimulating and thought-provoking environment. 2) Actions and change do result — ranging from a desire to learn more and a commitment to educate and inform others, to changes in daily life. 3) Class members develop greater self-confidence and a more critical approach. 4) The experience of participating in a learning circle leads to interest in using the same approach to explore other important issues.

Procedure: We will sit in a learning group circle, and I will have prepared name plates for each of you to place on your desk so that we may be able to become better acquainted. You will bring your name plate with you to each class period. As learning groups are only effective when students are engaged & participating, attendance is a must! Obviously, before we can begin to reflect on the meaning and significance of the topic, we have to know something about it. Thus it is imperative that you come class prepared to discuss the content, and that can only be accomplished by reading it before class. If there are topics, words, or issues that you don't understand, we will stop the discussion at your request and try to address those concerns. Always bring your textbooks to class!

Presentations and Responses: Because the class is small, each student will be assigned to present a particular chapter and another student will be assigned to respond to the presenter. During their presentation, each student might consider answers to the following questions.

1. How would you apply our resource materials to analyze the topic being discussed?
2. What is your opinion about the topic?
3. What are the implications of this topic for our lives?
4. What can we do about this issue?

Remember that the focus is using the concepts, topics and theories from the textbook to analyze the course resources. The purpose is not to regurgitate the material from the reading! Each presenter will prepare a summary paper (two pages minimum) to distribute to the entire class via Blackboard two days before their presentation. Each presentation should be no more than 15 minutes each.

The responder will offer their response to the presentation. Each response should be no longer than 12 minutes, and the responder will prepare a written response (two pages minimum) to distribute to the entire class via Blackboard the day before presentation. The responder will include the following in their response to the presentation:

1. Do you agree or disagree with the presenting group's incorporation of the concepts, topics and theories from the textbook to help explain the class resources?
2. Do you have any additional insights, opinions, or suggestions concerning how to use class resources to analyze the issue?

Obviously, you must be present for your presentation and response to get the credit for participation. I will also grade the presentations and responses on the criteria presented below.

Following the presentations and responses, we will open the floor for class discussion using the following questions, if necessary:

1. What is your response to the presenters and/or responders?
2. What are your responses to the presenters and the responders?
3. Did the presenters and/or the responders miss some obvious connections or implications?
4. Did the presenters and/or responders misinterpret or misunderstand the relationship of the resource materials to the topic?
5. Are there additional implications of the connections of the resource material to the topic that the presenters or responders overlooked?
6. Are there additional things that we can do about the topic under discussion?

It is during this general class discussion that I will be evaluating your contribution to class discussion. This evaluation is a cumulative one rather than one based on your contribution to each day. *Therefore, it is in your best interest to attend class, to come prepared to discuss, to participate often, and to offer something of substance during your participation.* Because it is important for me to be able to associate a name and a face, it is imperative that you *bring the nameplate with you to every class.*

Assessment of Presenters, Responders, and Individuals During Class Discussion:

A (90-100%) Thorough analysis of reading integrated throughout the following: 1) Relevant & regular discussion, 2) Excellent depth in considering underlying or related issues; 3) Consistently connects ideas in present discussions to previous reading/discussion; 4) Shows original and creative thinking. 5) Excellent listener building on comments by peers and listening attentively to (and even encouraging) ideas other than one's own. 6) Actively involved in a range of activities.

B (80-90%) Usually thorough analysis of reading integrated through the following: 1) Relevant discussion although occasionally irregular. 2) Generally shows good depth in considering underlying or related issues. 3) Often connects ideas in present discussions to previous reading/discussion. 4) Occasionally shows original and creative thinking as appropriate. 5) Good listener generally working to encourage others and to connect other's thoughts and ideas with one's own. 6) Actively involved in most activities.

C (70-79%) Occasionally integrates reading; misses major points evidenced as follows: 1) Sporadic but generally relevant discussion. 2) Occasionally shows depth. 3) Rarely connects ideas in present discussions to previous reading/discussion. 4) Rarely shows original thinking/sticks generally to comments of others or text. 5) Generally good listener but may at times dominate or withdraw from discussion. 6) Generally involved in activities, although sporadic.

D (60-69%) Rarely integrates reading; disconnected from content as follows: 1) Either shows no discussion or irrelevant discussion. 2) Omits depth. 3) Never connects ideas in present discussions to previous reading/discussion. 4) Shows no (or disconnected) original thinking. 5) Pays attention and listens some of the time. 6) Tends to dominate or withdraw from discussion. 7) Rarely involved in activities.

F (0-59%) Never integrates readings, evidenced as follows: 1) No discussion or discussion not relevant to topic at hand. 2) Shows no depth. 3) Shows no original thinking or comments are unrelated to class. 4) Shows a pattern of inattentiveness. 5) Little to no involvement in activities.

Group Project Work but Individual Essays:

Group members are encouraged to work together, to study together and to develop answers to individual assignments. However, these are NOT group projects; they are individual projects. While your group may develop answers to the assignments, each group member will submit their own essay. I will not accept individual essays which appear to be mere compilation of other group member's work. You are to write in your

own words and in your own voice. To submit other group member's work as your own is plagiarism, as is using material from the internet as your own. We have ways of checking papers for plagiarism, so the best advice is: Don't do it.

Plagiarism:

If I find that you have submitted plagiarized material; I will return it to you with the plagiarized section(s) circled with a note that this is an unacceptable submission. If on the second and final submission I again find plagiarized material, I will give the project a zero score. If on subsequent submissions I find that you are continuing to submit plagiarized material, I will treat the incident as a disciplinary matter and will refer it to the Associate Dean of Students Life. Code of Student Life Section 3.3: *Plagiarism: means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. Discipline: Cases of dishonesty may be handled as a scholastic matter or as a disciplinary matter at the discretion of the instructor. Instructors choosing to treat the case as a scholastic matter have the authority to decide how the incident of dishonesty will affect the student's grade in the course. If the instructor has treated the case as a scholastic matter involving the grade in a course and the student has a grievance related to this action, that grievance would be processed as outlined in Section 3-2. Instructors choosing to treat the case as a disciplinary matter will refer the case to the Associate Dean of Student Life for possible resolution; if final resolution does not occur the Associate Dean of Student Life may refer the case to the Student Relations Committee which will handle the matter under Section 2.*

Submitting Individual Assignments:

All individual assignments will be in essay format. I expect that as college students who have all had English Composition or Business Writing courses, that you know how to write grammatically correct sentences, paragraphs, and essays. If you have difficulty in writing grammatically correct essays, I suggest that you visit the Writing Center in Merrifield Hall before you submit your assignment. I have also posted on Blackboard several websites which provide assistance in writing essays, paragraphs and sentences. References and formatting for your essays must follow the ASA (American Sociological Association) Style Guide. (See Writing Assistance on Web Resources on Blackboard)

All assignments will be submitted to me as electronic files in Word format via Blackboard. I will use the insert comment procedure in Word to write my comments on your electronic document. I will also use the highlight procedure in Word to indicate where I see that you have writing problems, but I will not be your editor or grammarian. If your essay has substantial grammatical and writing problems, I will return it as unacceptable and suggest that you visit the Writing Center for assistance.

University Attendance Policy and Procedure:

Attendance and participation in class activities are considered integral parts of a university education. It is the University policy that attendance in classes is expected of all students. If attendance and/or participation are required and will impact grading, it is the responsibility of the instructor to communicate clearly that policy to students during the first week of class. Even in situations where an instructor might excuse a class absence (for example, severe medical situations, family emergencies, or authorized University activities) it is the responsibility of the student, whenever possible, to inform the instructor ahead of time.

Attendance and participation in each class period are integral and essential to group work. Each class session is the equivalent of a laboratory setting where attendance is central to the learning objectives. As Woody Allen, a wise philosopher, once eloquently stated: "Showing up is 80 percent of success".

Grading:

Three individual essays:	200 each	600 total
Six Group presentations	20 each	120 total
Six Group responses	20 each	120 total
Class Participation		100 total
Final Project Group Presentation	60 each	60 total
Total points		1000 total

Scenario Planning:

Scenarios are tools for ordering one's perceptions about alternative future environments in which today's decisions might be played out. In practice, scenarios resemble a set of stories, written or spoken, built around carefully constructed plots. Stories are an old way of organizing knowledge; when used as strategic tools, they confront denial by encouraging—in fact, requiring—the willing suspension of disbelief. Stories can express multiple perspectives on complex events; scenarios give meaning to these events. (Global Business Network).

The process of scenario planning is varied but contains similar steps. We will use these steps to organize the syllabus and our essays:

- 1) *Specify the major issue of decision you are facing.* For us the major issue is “How will climate change and oil consumption affect American society?” The issue provides the foundation for scenario development. These issues can be addressed as a question about the future that the scenarios might answer.
- 2) *Locate the driving forces that shape the major issue.* Driving forces are the major sources of change that impact the future. Our consideration will be how these driving forces affect climate change and oil consumption. They can include technological, political, societal, economic, environmental, demographic, geographic, educational, cultural, financial and global trade/world economic factors. Driving forces can be both predictable and unpredictable. Some of the predictable forces are demographic, land use, energy consumption, etc. Unpredictable forces might be macro forces such as world economy, future availability of resources, global environmental conditions, or technological innovation. We will choose those driving forces that we believe will have the greatest impact on climate change and peak oil consumption.
- 3) *Determine patterns of interaction among the driving forces.* We will consider how the driving forces combine to determine climate change and oil consumption. Some driving forces will have a greater impact on our issue than others. To determine the patterns of interaction between driving forces, a matrix could be developed. On a matrix these driving forces can be identified as either having a positive or negative outcome on climate change and oil consumption, and their relationship to potential future worlds can be further examined.
- 4) *Create scenarios.* Once we have an understanding of the issues and forces, we will develop several worst and best case scenarios in regard to climate change and oil consumption. We will create basic stories based upon the interaction of the driving forces. These stories will provide a story of the future which highlights the key driving forces for each scenario. We will give each scenario a pithy name because names help us to distinguish between scenarios, and names give us a common reference for discussion.
- 5) *Analyze the implications of the scenarios.* Scenario planning is a technique for better decision making, especially about climate change and energy use. Scenarios allow decision makers to explore the implications for climate change and oil consumption. Visualizing the interaction among the driving forces in each scenario can provide decision makers with information on the consequences of potential actions on changing the undesirable outcomes in the scenarios.

Class Schedule: This schedule is tentative. If needed, we will modify the schedule. Changes will be posted on Blackboard.

Part I:

- 1) ***Specify the major issue of decision you are facing.*** For us the major issue is “How will climate change and peak oil consumption affect American society?” This question provides the foundation for later scenario development.

Climate Change

January 13	<i>Video:</i>	An Inconvenient Truth,
January 15	<i>Video:</i>	Six Degrees Could Change the World,
January 20	<i>Finish Videos</i>	
	<i>Class Discussion:</i>	<i>Describe the scenarios for the future presented in each of these videos.</i>
January 22	<i>Textbook:</i>	Harper & Leicht Chap. 1: What is Social Change?
	<i>Discussion:</i>	Group 1 Presents; Group 8 Responds,
	<i>Website:</i>	IPCC Fourth Assessment Report on Wikipedia (See Web Resources, International Panel on Climate Change)
	<i>Discussion:</i>	Group 2 Presents; Group 7 Responds,
	<i>Class Discussion:</i>	<i>What are the social changes that might occur if the scenarios occur?</i>

Peak Oil

January 27	<i>Video:</i>	A Crude Awakening: The Oil Crash
January 29	<i>Video:</i>	End of Suburbia: Oil Depletion and the Collapse of the American Dream
February 3	<i>Finish Videos</i>	
	<i>Class Discussion:</i>	<i>Describe the scenarios for the future presented in each of these videos</i>
February 5	<i>Textbook:</i>	Kunstler Chap. 1: Sleepwalking into the Future
	<i>Discussion:</i>	Group 3 Presents; Group 6 Responds,
	<i>Website:</i>	Peak Oil on Wikipedia (See Web Resources, Peak Oil)
	<i>Discussion:</i>	Group 8 Presents; Group 1 Responds,
	<i>Class Discussion:</i>	<i>What are the social changes that might occur if the scenarios occur?</i>

- 2) ***Locate and discuss the driving forces that shape the issue.*** *Driving forces are the major sources of change that impact the future. Our consideration will be how these driving forces affect climate change and oil consumption. They can include technological, political, societal, economic, environmental, demographic, geographic, educational, cultural, financial and global trade/world economic factors. Driving forces can be both predictable and unpredictable. Some of the predictable forces are demographic, land use, energy consumption, etc. Unpredictable forces might be macro forces such as world economy, future availability of resources, global environmental conditions, or technological innovation. We will investigate all driving forces and choose those that we believe will have the greatest impact on climate change and peak oil consumption.*

Social (Societal) Driving Forces

February 10	<i>Textbook</i>	Harper & Leicht Chap. 4: American Social Trends
	<i>Discussion:</i>	Group 7 Presents; Group 2 Responds,
	<i>Class Discussion:</i>	<i>What are the cultural themes, structural trends & countertrends driving climate change & peak oil? How do they drive climate change & peak oil?</i>
	<i>Textbook</i>	Harper & Leicht Chap. 5: Changing Settings of Everyday Life;
	<i>Discussion:</i>	Group 6 Presents; Group 3 Responds
	<i>Class Discussion</i>	<i>What are the demographic, family and work trends driving climate change and peak oil? How do they drive climate change and peak oil?</i>

Economic and Political Driving Forces

- February 12** *Textbook* Harper & Leicht Chap. 6: Econ., Politics, & Am. Prospect
Discussion: Group 1 Presents; Group 8 Responds,
Class Discussion *What are the economic and political trends driving climate change and peak oil? How do they drive climate change and peak oil?*
- Textbook:* Kunstler Chap. 2: Modernity and the Fossil Fuels Dilemma
Discussion: Group 2 Presents; Group 7 Responds
- February 17** *Websites:* Climate Change, Human Vulnerability, and Social Risk Management. A. Risks and Impacts Associated with Climate Change; 2. Economic and Social Impacts of Climate Change (See Climate change, peak oil and societal impacts) Peak Moment: The Social Effects of Peak Oil (See Climate change, peak oil and societal impacts)
Discussion: Group 3 Presents Group 6 Responds
Class Discussion: How does the nature of an economy dependent on fossil fuels and whose consumption contributes to climate change make it doubly difficult to reduce CO2 emissions?
Website: The Economics of Global Warming from Wikipedia (See Climate Change and Economics)
Discussion: Group 8 Presents Group 1 Responds
Website: The Politics of Global Warming on Wikipedia (See Climate Change, Peak Oil and Politics Website)
Discussion: Group 7 Presents Group 2 Responds
Class Discussion: *What additional insights do the websites add to the economic and political driving forces of climate change and peak oil?*

Global Economy Driving Forces

- February 19** *Textbook:* Harper & Leicht Chap. 12: The Emerging Global System
Discussion: Group 6 Presents; Group 3 Responds
Class Discussion: *What are the global trends driving climate change and peak oil? How do they drive climate change and peak oil?*
- February 24** *Textbook:* Kunstler Chap. 3: Geopolitics and the Global Oil Peak
Discussion: Group 1 Presents; Group 8 Responds
Websites: International Trade and Climate Change: Economic, Legal and Institutional Perspectives -- Introduction and Overview (See Climate Change and Global Trade)
Discussion: Group 2 Presents; Group 7 Responds
Class Discussion: *What are the global trends driving climate change and peak oil? How do they drive climate change and peak oil? What additional insights did the website provide us in analyzing the global economic driving forces?*

Environmental Driving Forces

- February 26** *Textbook:* Harper & Leicht Chap. 13: Society, Environment and Change
Discussion: Group 3 Presents; Group 6 Responds
Class Discussion *What are the environmental forces driving climate change and peak oil? How do they drive climate change and peak oil??*
- March 3** *Textbook:* Kunstler Chap. 5: Nature Bites Back
Discussion: Group 8 Presents; Group 1 Responds
Textbook Kunstler Chap. 6: Running on Fumes
Discussion Group 7 Presents; Group 2 Responds
Class Discussion *The readings for this section deal with driving forces for climate change and peak oil consumption. How could the trends identified in these readings be identified as driving forces? Which ones are primary and which ones are secondary driving forces?*

Textbook: Kunstler Chap. 7: Living in the Long Emergency
Discussion: Group 1 Presents; Group 8 Responds
Class Discussion: Based upon Kunstler's Chap. 4 & 7, what scenario for the future does he present?

March 26 *Websites:* Scenario Planning from Wikipedia (See Scenario Planning)
Climate Change Scenarios and Peak Oil Scenario Planning
(See Scenario Planning for Peak Oil and Climate Change)
Discussion: Group 2 Presents; Group 7 Responds
Class Discussion: Based upon the textbook readings and websites, how would you describe the four scenarios based upon the intersection of fast/slow climate change and fast/slow peak oil consumption?

Second Individual Assignment: Part II Essay Due March 31. Using a two axis format, develop four scenarios for the future. The horizontal axis will represent fast/slow peak oil consumption and the vertical axis will represent fast/slow climate change; this will give you four scenarios. Each of the four quadrants will be a scenario.

1. Give a label to the scenario and briefly describe each.
2. Choose the scenario you believe will most likely to occur and discuss your reasons for choosing it as the most likely scenario.
3. Describe the nature of the society, economy, culture, government, politics, trade and environment within the scenario you believe will be most likely to occur.

Part III

5) **Analyze the implications of the scenarios:** Your task in this session is to discuss how social groups or organizations can instigate policies and actions to mitigate climate change and peak oil consumption. In the section you will consider how institutional adoption of innovations in technologies, policies, changes in behaviors may mitigate climate change at that institution; the role of social groups or organizations as representatives of social movements in mitigating climate change and peak oil consumption with that institution, under which conditions which kinds of change strategies would be more effective in implementing these institutional innovations.

The Role of Social Movements in Mitigating the Effects of Climate Change and Peak Oil

March 31 *Textbook:* Harper & Leicht Chap. 7: What Are Social Movements through Individual Level Explanations of Origins of Social Movements

Discussion: Group 3 Presents, Group 6 Responds

April 2 *Textbook:* Harper & Leicht Chap. 7: Social Movements
Micro Level through Macro Level Explanations of Origin of Social Movements

Discussion: Group 8 Presents, Group 1 Responds

Textbook: Harper & Leicht Chap. 7: Social Movements
Macro Level Explanations of Origin of Social Movements

Discussion: Group 7 Presents, Group 2 Responds

April 7 *Websites:* Choose four organizations attempting to get college campuses reduce their carbon emissions or to reduce their carbon footprint. Using "About Us" (or something similar) try to learn something about their mission or purpose, activities, members, and funding. (See Sustainable Campuses)

Discussion: Group 6 Presents; Group 3 Responds

Class Discussion: Which level of explanation for the origin of social movements and which theory of the origin of social movements within that level best explains the origin of the sustainable campus movement?

The Process of Adoption of Innovations to Reduce Carbon Emissions on College Campuses

April 9	<i>Textbook:</i>	Harper & Leicht Chap. 10: Technology, Innovation & Networks Innovation as Change Process through Diffusion: How Innovations Spread
	<i>Discussion:</i>	Group 1 Presents, Group 8 Responds
	<i>Textbook:</i>	Harper & Leicht Chap. 10: Technology, Innovation & Networks Adoption of Innovation through In Conclusion
	<i>Discussion:</i>	Group 2 Presents; Group 7 Responds
	<i>Class Discussion:</i>	<i>How would you use the process of adoption of innovation to diffuse innovations to reduce UND's carbon footprint? (For innovations that may be used on UND's campus, see Sustainable Campus Information Center -- Taking Action, Campus Environmental Resource Center - Topics, Campus Management, Presidents' Climate Commitment – Solutions, Resources, and College Sustainability Report Card -- Categories (See Sustainable Campuses)</i>
<i>Applied Social Change: How to Use Basic Change Strategies on Campuses to Reduce Carbon Emissions</i>		
April 14	<i>Textbook</i>	Harper & Leicht Chap. 11: Creating Change Creating Change in Omaha through Mixed and Complex Strategies
	<i>Discussion:</i>	Group 3 Presents, Group 6 Responds
	<i>Textbook</i>	Harper & Leicht Chap. 11: Creating Change Being a Change Agent through In Conclusion
	<i>Discussion:</i>	Group 8 Presents, Group 1 Responds
	<i>Class Discussion:</i>	<i>How would you use the techniques of applied social change to develop a campaign to get the UND administration to adopt innovations to reduce it's carbon footprint?</i>
April 16	<i>Readings</i>	McKibben Chap. 1: Make It Credible McKibben Chap. 2: Make It Snappy McKibben Chap. 3: Make It Collaborative
	<i>Discussion:</i>	Group 7 Presents, Group 2 Responds
	<i>Class Discussion:</i>	<i>How would you use the techniques from Chapters 1 through 3 in a UND student led campaign to get the UND administration to adopt innovations to reduce its carbon footprint?</i>
April 21	<i>Readings:</i>	McKibben Chap. 4: Make It Meaningful McKibben Chap. 5: Make It Creative McKibben Chap. 6: Make It Wired McKibben Chap. 7: Make It Seductive
	<i>Discussion:</i>	Group 6 Presents, Group 3 Responds
	<i>Class Discussion:</i>	<i>How would you use the techniques from Chapters 4 through 7 in a UND student led campaign to get the UND administration to adopt innovations to reduce its carbon footprint?</i>
April 23	<i>Websites:</i>	Sustainable Campus Information Center -- Taking Action, Campus Environmental Resource Center - Topics, Campus Management, Presidents' Climate Commitment – Solutions, Resources (See Sustainable Campuses)
	<i>Discussion:</i>	Everyone!
	<i>Class Discussion:</i>	<i>How would you use the techniques from Chapters 7 in a UND student led campaign to get the UND administration to adopt innovations to reduce its carbon footprint? What is the contribution of the websites to developing a campaign to get the UND administration to adopt innovations to reduce its carbon footprint?</i>

April 30	Readings:	Kunstler, Afterwards Harper & Leicht, Epilogue McKinnon, Epilogue
	Discussion:	Everyone!
	<i>Class Discussion:</i>	<i>In the last three readings (McKinnon's Epilogue, Kunstler's Epilogue, and Harper and Leicht's Afterwards) we are presented with challenges and opportunities for taking action in a rapidly changing world. Having now spent a semester discussing social change, what are your thoughts about your ability, opportunities, and necessity to engage in meaningful social change?</i>
May 5 & 7	Group Presentations	Groups will discuss their portion of the sustainable campus plan Including: (1) building construction, (2) building retrofitting, (3) energy generation, (4) energy use and conservation, (5) food production, procurement, and consumption, (6) student, faculty, and staff transportation to and from campus, (7) transportation to out-of-town university events, and (8) the procurement and use of supplies

Third Individual Assignment: Part III. Due May 11.

Develop a sustainable campus plan to mitigate the carbon footprint of the UND campus. This plan will include: 1) building construction, (2) building retrofitting, (3) energy generation, (4) energy use and conservation, (5) food production, procurement, and consumption, (6) student, faculty, and staff transportation to and from campus, (7) transportation to out-of-town university events, and (8) the procurement and use of supplies.