

Sociology and Environmental Studies 130SD
The World in 2050 2025: Systemic Alternatives

John Foran, with Lydia Borowicz, Zack King, and Alexander Karvelas

Tuesdays and Thursdays, 8 to 9:15 a.m.

**Remotely delivered and received from somewhere in the Cosmos/Isla-Eco
Vista**

Zoom link for all classes and John's office hours:

<https://ucsb.zoom.us/j/2295905339>

John Foran, Instructor, Professor of Sociology

E-mail: foran@soc.ucsb.edu

Office Hours: John's office hours will be held in Zoom meetings on Tuesdays from 11 a.m. to 12 noon, and Fridays from 10 a.m. to 12 noon. You can also schedule other times by appointment (and I'll do lots of e-mail consultation).

Zack King, Teaching Assistant for Sociology 130SD

E-mail: ztking@ucsb.edu

Office hours: Tuesdays and Thursdays, 10-11 a.m.

Lydia Borowicz, Teaching Assistant for ES 130SD

E-mail: borowicz@ucsb.edu

Office hours: Mondays, 9:30-11:30 a.m.

Alexander Karvelas, Teaching Assistant for ES 130SD

E-mail: karvelas@ucsb.edu

Office hours: Mondays, 9:30-11:30 a.m.

Sections

Wednesday 8-8:50 a.m. (#5322, Sociology) – Zack

Wednesday 4-4:50 p.m. (#56598, ES) – Lydia

Friday 11-11:50 a.m. (#56606, ES) – Alexander

Friday 10-10:50 a.m. (#53330, Sociology) – Zack

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

*

Note to Students for Spring 2020

You can find lots of resources to manage your remote experience this quarter here: <https://keeplearning.id.ucsb.edu/2020/03/22/student-services/>

So here we are. On the eve of Spring quarter. Anxiety, perhaps instead of excitement, would be understandable.

I can only imagine what you may have been going through personally, emotionally, financially, and in every respect that this virus is affecting so many lives and in so many ways.

My hope is that this course will be a healing experience for you, even though we will be talking about a variety of crises that we will be facing together in the coming months, years, and decades.

Why don't we commit to lifting the pressure off ourselves, relax in the realization that things will inevitably go wrong as we proceed, but decide to emerge from this experience as a real community, ready to take on the world and make it a little better.

Sound like a plan? I hope so, because that IS the plan!

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

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

*

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

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

Statement of Purpose and Course Description¹

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

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

But this course is about hope, imagination, and the roles all of us could play in building a *far* better world by ~~2050~~ 2025.

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

This course is about gaining useful knowledge and the skills to enable positive action to secure a better future.

¹ If you have a learning or physical disability and require extended time to complete assignments, please contact John Foran in the first week of the course.

Background and Meaning of What We Are Going to Do Together

This course is for you, about you, and ultimately by you. It is rooted in our love for ourselves, for each other, for the community, and for the planet.

And it is dedicated to the inspiration and beautiful presence of Michael Bean.

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

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

My Philosophy of Teaching and Learning

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

Learning and teaching are complex, endlessly fascinating collaborations. I soak up enormous amounts from the students and teaching assistants in my classes, whom I view as colleagues and companions on an intellectual, sometimes life-changing journey. My goals for my classes include the development of critical thinking skills, acquiring the ability to work collaboratively, honing the art of applying theoretical concepts to actual historical, contemporary, and even future situations, and making connections between what we study and how we live.

I consider the educational encounter a *radical* process, because it contains the potential to change all involved in it, and thereby to contribute, however indirectly, to social change in the world beyond the classroom.

My TAs and I will ask each of you to do a lot of reading, thinking, discussing, and writing; my pledge is that engagement with these materials should prove a rewarding experience a – especially *this* quarter.

On-line and Remote Learning, GauchoSpace, and Campus e-mail

The global coronavirus pandemic requires all of us to embrace the challenges and opportunities presented by a remote, web-based learning environment.

In addition to holding classes as Zoom webinars, we will make *extensive* use of UCSB's on-line Gaucho Space [<https://gauchospace.ucsb.edu/>]. There you will find the readings and post your papers.

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

Texts and Workload

There will be a lot of work and quite a bit of reading in this course, all of it found on GauchoSpace. My goal is always to keep the core reading down to around 100 pages a week – sometimes more and sometimes less – plus the group project work. This includes some exciting and inspiring materials you can't find elsewhere – or your money back! [wait a minute – everything is free ;)]

Following the News: Tracking Current Events in Local, National, and Global Climate, Environmental, and Other Issues

This class *must* keep tuned in to what's happening around the world. Because of this, you will need to tap into the news, wherever it is found. Excellent resources, among many others, are:

Resilience – the website of the Post-Carbon Institute, and my personal favorite daily feed, which features longer than news analysis essays on topics of sustainable development, social movements, and the current crisis:

www.resilience.org

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

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

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

The Guardian – England and U.K.’s best critical newspaper:
<http://www.guardian.co.uk/>

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

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

Some Important Messages from UCSB Student Services

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

(2) *Disabled Students Program: accommodations for exams*. Students with disabilities may request academic accommodations for exams online through the UCSB **Disabled Students Program** at <http://dsp.sa.ucsb.edu/>. Please make your requests for exam accommodations through the online system as early in the quarter as possible to ensure proper arrangement. We are here to work with you!

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

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

(5) *Academic support.* For general **academic support** visit **Campus Learning Assistance Services (CLAS)** early and often. CLAS offers instructional groups, drop-in tutoring, writing and ESL services, skills workshops and one-on-one consultations. You can access CLAS at <http://clas.sa.ucsb.edu>

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

- 1. Think critically and work hard.** We're confronting dire problems faced by humanity. Your critical thinking needs to be turned on – ask questions, be curious, do outside research, question all authority [I think he even means the instructor].
- 2. Don't just do the reading. Engage with it.** Read it, question it, think about it, write on it, talk to your friends and family about it, take it out to dinner, dream about it, whatever you need to do. It's an important part of these ten weeks and it matters.
- 3. We're a community.** Be as polite, open-minded, friendly and understanding as you can be. Don't do anyone's work for them but do help them figure out how to do it themselves. Try to make some friends.
- 4. Everybody talks and everybody listens.** One of the most important skills you'll learn in college is engaging, out loud, with other people whom you may not know, on the most important issues we as a species face. You need to learn these skills to change the world. There's something in activist circles called "step up, step back." The step back part means, if you've already had the chance to speak in class that day, you make an effort to drop back, listen, and encourage others to

speak (so, how we will operationalize this is: if you have spoken, don't raise your hand again until that option is offered). Step up means, if it's a challenge to speak in class or you're having trouble engaging, you push yourself to speak up and engage.

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

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

Course Requirements

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

Extra Credit for Attendance and Participation

Being as present as possible in as many of our twenty class and ten section meetings as you can is indispensable for making this course a success for all. Extra credit will be considered for exceptional participation of all kinds.

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

The Six Written Assignments

This is the assignment structure for the class – it's pretty simple!

Reading Responses. Fifty percent of your grade

Cool Eco Vista Group Action Project [presentation and final report]. Fifty percent of your grade

Please note: The format guidelines for all papers in this course are 1" margins all around, 12-point size, and double spacing (not 1.5 lines). Always spellcheck your work and make sure it makes sense before you hand it in. You will upload papers as Word documents onto our class Gauchospace (we prefer Word docs, but if that's not possible, a pdf will do).

Reading Reflections and Replies. Fifty percent of your grade [get at least the first two done by April 30]

You will be asked to write five reading reflections this quarter, and post replies to any of your classmates' reflections on five occasions. Feel free to write informally. Remember: In our writing, we want to be respectful of other peoples' views and keep our minds open.

Here is how it works:

Please post your reflections of about 300-400 words by 6 p.m. on the day before the class they are assigned for. Feel free to write them in any way you want – just a few of the many possibilities for engaging with the reading(s) might be: write about something you liked, and briefly explaining why; write about something you *didn't* agree with, or that confused you, briefly explaining why; engage with the main arguments of one or more readings, explain how the readings relate to each other, or reflect on how a reading relates to a previously discussed theme or reading, the current world situation, or your own life.

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

*You are also asked to **reply** to someone else's reflection. Your reply should contain at least three sentences and be addressed to the person to whom you are replying, so indicate their name.*

Pick someone's reflection that interests you, provokes some thoughts, even disagreement, and/or enlightens a subject for you. It is fine if a few people reply to the same response.

Please both add your reply to someone else to your reflection before you post it or add it later as a response to your own essay – please also post it as a reply to the person you are responding to, so they get to see it. Folks may continue to respond to each other's reflections and replies as much as they like!

Group Action Project: Thirty percent of your grade

Due date: Monday, June 8, by midnight

With the help of the Empowerment Institute, we have come up with a very special class project, which will be introduced in depth in our second class meeting on April 2. Your group and individual written reports will be due by midnight of Monday, June 8. *It will make you feel good and your group should make it fun (that is a requirement)!*

Individual Video Project: Twenty percent of your grade

Due date: Thursday, June 4, by 7 a.m.

Upon due reflection in the middle of the quarter, we are making the final video project an individual one, with many options.

Each of you is asked to make a 1-minute video (plus or minus five seconds and including credits and all) inspired by the materials of the class and the current situation of the world.

Possibilities:

- A “movement-building” video on your Cool Eco Vista experience, promoting Cool Block and/or the Carbon Neutral Isla Vista by 2025 initiative and the larger bottom-up climate justice movement it represents.

- A video about your vision for Eco Vista, either now as we face the corona crisis, or at a point in the future as we face climate change and all the other crises.
- A video on any systemic alternative from *Pluriverse* or which you find elsewhere in your explorations.
- A systemic alternative of your own design.
- A fictional narrative about the world in 2025.
- A video on a different theme, with approval of one of the instructors [Zack, Alexander, Lydia, or John].

We will screen these videos back to back in our last four classes on Tuesday, May 26, Thursday, May 28, Tuesday, June 2, and Thursday, June 4. There will be sign-ups for your presentation date and incentives for presenting on May 26 or May 28.

You should post your video on Vimeo or YouTube and provide the link to your final version by Thursday, June 4, at 7 a.m.

David Gershon, Sue Lebeck, and Robin Elander are available for assistance on any video touching on the Cool Eco Vista/Cool Block experience.

Your teaching team is available for assistance on any video project.

Have fun with this, use your full imaginations, and let's show the world (or at least each other) what we have managed to learn together in the corona quarter of Spring 2020!

* * *

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

Course Topics and Reading Assignments

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

Tuesday, March 31. First meeting – Please Meet the Situation We are In

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

Thursday, April 2. The Cool Eco Vista Project

Today you will be introduced to David Gershon and the Cool Blocks Project team of Sue Lebeck, Shaelyn McHugh, and Robin Elander. They will take you through the group project and answer your questions.

Here's how they would like you to prepare:

Please review Cool Block homepage including the slider of topics and the video at bottom of the page: <https://coolblock.org/>

Readings for this week and next...

Otto Scharmer, “Eight Emerging Lessons: From Coronavirus to Climate Action” (March 16, 2020), <https://medium.com/presencing-institute-blog/eight-emerging-lessons-from-coronavirus-to-climate-action-683c39c10e8b>

Paul Engler, “Coronavirus is a Historic Trigger Event” (March 21, 2020), <https://portside.org/2020-03-21/coronavirus-historic-trigger-event>

Ashish Kothari, Arturo Escobar, Ariel Salleh, Federico Demaria, and Alberto Acosta, “Can the coronavirus save the planet?” (March 26, 2020), <https://www.opendemocracy.net/en/oureconomy/can-coronavirus-save-planet/>

Sandra Kim, “Four ways you can take caring action around coronavirus - even if you're overwhelmed” (March 26, 2020), <https://www.opendemocracy.net/en/transformation/four-ways->

[you-can-take-caring-action-around-coronavirus-even-if-youre-overwhelmed/?utm_source=Transformation&utm_campaign=356b3912f3-RSS_EMAIL_CAMPAIGN&utm_medium=email&utm_term=0_9f93c95423-356b3912f3-408045753](https://www.resilience.org/stories/2020-03-27/commoning-as-a-pandemic-survival-strategy/)

David Bollier, “Commoning as a Pandemic Survival Strategy” (March 27, 2020), <https://www.resilience.org/stories/2020-03-27/commoning-as-a-pandemic-survival-strategy/>

Luis González Reyes, “The Lessons that Coronavirus can Teach the Human Species” (March 23, 2020), <https://www.resilience.org/stories/2020-03-23/the-lessons-that-coronavirus-can-teach-the-human-species/>

Tuesday, April 7. Meet the Future: Eco Vista and a Carbon-Free Isla Vista

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

Please review (and you may write about) any of the readings from last week, then consult the following (which you may also write about for a reading reflection):

Websites

www.ecovistacommunity.com

<http://gen.ecovillage.org/en/article/what-ecovillage>

Readings for Eco Vista

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

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

John Foran, “From Isla Vista to Eco Vista: A Design Project in Community Resilience” (March 31, 2020)

George Thurlow, “Isla Vista: So Close to UCSB, So Far from Good” (Winter 2014), http://www.ucsbalum.com/Coastlines/2014/Winter/feature_ivhi_story.html

Part Two: Systemic Alternatives: A World where Many Worlds Fit

Thursday, April 9. What is a “Systemic Alternative”?

Today we’ll take up the question of just what is a “systemic alternative” and engage in discussions around a series of issues raised by this question. To prepare

Websites

<https://systemicalternatives.org/2017/03/10/book-systemic-alternatives/>

<https://globaltapestryofalternatives.org/>

Readings

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

John Foran, “The Future of Revolutions: Intersectional Global Climate Justice as Humanity’s Best Hope.” Pp. 526-539 in S. A. Hamed Hosseini, Barry K. Gills, Sarah C. Motta, and James Goodman, editors, *The Routledge Handbook of Transformative Global Studies*. New York: Routledge. 2020.

Tuesday, April 14. Pluriverse 1

Today and next Tuesday will be a plunge into to the amazing array of alternative ideas, practices, and experiments from all over the world. Our text is the new book, *Pluriverse*. We will work out how to accomplish this feat together...

Reading:

Ashish Kothari, Ariel Salleh, Arturo Escobar, Federico Demaria, Alberto Acosta, co-editors. *Pluriverse: A Post-Development Dictionary* (New York: Columbia University Press, and Delhi: Tulika Books/AuthorsUpFront, 2019), selected chapters.

Thursday, April 16. *Demain 1: From Today to Tomorrow*

Today and next Thursday we will screen and discuss the French film *Demain/Tomorrow* (Elle Driver, 2016, 115 minutes).

Reading

Have a look at the movie's website, which is rich in content, solutions, and ideas for this class: <https://www.demain-lefilm.com/en/film>

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

Tuesday, April 21. *Pluriverse 2*

Today we continue our collective exploration of *Pluriverse*...

Reading:

Alberto Acosta, Federico Demaria, Arturo Escobar, Ashish Kothari, Ariel Salleh, *Pluriverse: A Post-Development Dictionary* (New Delhi: Tulika Books, 2019), selected chapters.

Thursday, April 23. *Demain 2: Tomorrow is Now*

Today we'll finish screening and discussing *Demain/Tomorrow* (Elle Driver, 2016, 115 minutes).

Reading

Have a look at the movie's website, which is rich in content, solutions, and ideas for this class: <https://www.demain-lefilm.com/en/film>

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

Tuesday, April 28. From *Demain* to the Pluriverse and Back Again

Today we'll discuss *Demain* and complete our collective exploration of *Pluriverse*...

Reading:

Alberto Acosta, Federico Demaria, Arturo Escobar, Ashish Kothari, Ariel Salleh, *Pluriverse: A Post-Development Dictionary* (New Delhi: Tulika Books, 2019), student's choice of chapters.

Thursday, April 30. Let's all take a deep breath

For today I propose that we pause and take stock of where we are and where we want to go in the second half of the course...

Here are two questions for thinking about:

After the COVID-19 crisis abates, what are our alternatives to continuing with business as usual?

How might we live sustainably, with less stuff, but better off and happier?

Readings

Simon Springer, “Fuck Neoliberalism,” *Acme: An International Journal for Critical Geographies* (15) (2) (2016): 285-292,
https://www.researchgate.net/publication/299578791_Fuck_Neoliberalism

Melvin McLeod and Joanna Macy, “Joanna Macy on the Great Awakening the Planet Needs” (March 20, 2020),
https://www.lionsroar.com/joanna-macy-on-the-great-awakening-the-planet-needs/?mc_cid=ab0d24e0a5&mc_eid=7fc00a95b0

Wikipedia, “Neoliberalism 101”

Nela Porobić Isaković, “COVID-19: What has COVID-19 Taught Us about Neoliberalism?” (March 23, 2020),
<https://www.wilpf.org/covid-19-what-has-covid-19-taught-us-about-neoliberalism/>

George Monbiot, “Neoliberalism – the ideology at the root of all our problems” (April 15, 2016),
<https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot>

Week 6: Confronting the Climate Crisis

Tuesday, May 5. Facing our Worst Fears

Today we’ll return to the start of the course with an intensive look at where we stand in relation to the climate crisis. If coronavirus is terrifying, what do we call this.

Reading

Rupert Read and Samuel Alexander, *This Civilization is Finished: Conversations on the End of Empire - and what lies beyond* (Melbourne: Simplicity Institute, 2019), *chapters and presentations to be assigned.*

Samuel Alexander and Jonathan Rutherford, “The Simpler Way: Editors’ Introduction” (February 28, 2020),
<https://www.resilience.org/stories/2020-02-28/the-simpler-way-editors-introduction/>

Website

The Simplicity Institute: Envisioning a Prosperous Descent,
<https://simplicityinstitute.org/>

Thursday, May 7. The Most Important Social Movement of the 21st Century

Today we’ll do a crash course on the global climate justice movement(s). The instructor will try to convince you that this is where the action is, and that your life calling might -- just possibly -- lie in joining it!

Readings

“The Principles of Environmental Justice (EJ),” First National People of Color Environmental Leadership Summit, held on October 24-27, 1991, Washington DC, <http://ej4all.org/ej-principles> and “Principles of Working Together.”

NXTerra website:

<https://www.nxterra.orfaleacenter.ucsb.edu/topic-climate-justice-movements/>

Rob Hopkins, “When a Resilient Future Calls by to See if you Want to Come Out to Play” (April 24, 2020),
<https://www.resilience.org/stories/2020-04-24/when-a-resilient-future-calls-by-to-see-if-you-want-to-come-out-to-play/>

Zack King, “Unconventional Optimism: Lessons from Climate Change Scholars and Activists” (May 1, 2020),
<https://www.resilience.org/stories/2020-05-01/unconventional-optimism-lessons-from-climate-change-scholars-and-activists/>

Wen Stephenson, “‘Yes’ Is Not Enough: An #EarthDay Letter to the Climate Movement” (April 21, 2020),
<https://medium.com/@wenstephenson/yes-is-not-enough-an->

[earthday-letter-to-the-climate-movement-8dcd324a8089](#)

George Dembicki, “A Debate Over Racism Has Split One of the World’s Most Famous Climate Groups” (April 28, 2020), https://www.vice.com/en_us/article/jgey8k/a-debate-over-racism-has-split-one-of-the-worlds-most-famous-climate-groups

Alleen Brown, “A Lakota Historian on What Climate Organizers Can Learn From Two Centuries of Indigenous Resistance” (March 7, 2019), <https://theintercept.com/2019/03/07/nick-estes-our-history-is-the-future-indigenous-resistance/>

“Care, Resiliency, and Rebuilding in a Time of Corona and Climate Collapse,” *SustainUS Official Statement on What COVID-19 Means for Global Justice* (April 20, 2020), <https://sustainus.org/covid-19-statement/>

Supplementary Readings

Brian Tokar, “On the evolution and continuing development of the climate justice movement,” in Tahseen Jafry, editor, *Routledge Handbook of Climate Justice* (New York: Routledge, 2019).

Naomi Klein, “Blockadia: The New Climate Warriors,” chapter 9 in *This Changes Everything: Capitalism vs. the Climate* (Simon and Schuster, 2014).

Week 7: Varieties of the Green New Deal

Tuesday, May 12. The GND in the Time of Coronavirus

Today, with the help of group presentations, we will explore the contours of several of the many versions of the Green New Deal, the most ambitious and inspiring policy proposal to ever reach the halls of the U.S. Congress.

We’ll also view an inspiring video, Alexandria Ocasio-Cortez and Naomi Klein video on the Future [7 minutes, 2019],

<https://theintercept.com/2019/04/17/green-new-deal-short-film-alexandria-ocasio-cortez/>.

Readings/websites

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

A Feminist Green New Deal, <http://feministgreennewdeal.com/>

The Red New Deal, <https://therednation.org/2019/06/09/call-to-action-the-red-deal-indigenous-action-to-save-our-earth-june-19-20/>

Bernie Sanders Green New Deal,
<https://berniesanders.com/en/issues/green-new-deal/>

Jeremy Brecher, “In Coronavirus Fight, Workers Are Forging an Emergency Green New Deal” (March 25, 2020),
<https://www.labor4sustainability.org/strike/in-coronavirus-fight-workers-are-forging-an-emergency-green-new-deal/>

Thursday, May 14. A Green New Deal for Isla Eco Vista?

Today, we’ll ponder what a Green New Deal might look like in Eco Vista, based on the work of the students of Environmental Studies/Sociology 134EC: Earth in Crisis, in Fall 2019, and their Popular Assembly to develop ideas for an Eco Vista Green New Deal. We’ll also consider a piece that looks at the shape of a Green New Deal in the time of the Coronavirus.

Popular Assembly for an Eco Vista Green New Deal: A Report (December 1, 2019), <https://ecovistacommunity.com/eco-vista-green-new-deal/>

Week 8: Rethinking Systemic Alternatives for a Post-Corona World

Tuesday, May 19. Coronavirus: The Deep Roots

In this week's meetings we'll try our hands, hearts, and minds at rethinking things like... a better education, an economy that works for all, the politics of radical social transformation, the cultures we desire, a fair, ambitious, and binding global approach to climate change...

Readings

See the bibliography at the end of this document

Thursday, May 21. Post-Everything Worlds: A Pluriverse Webinar

Today we'll host a webinar with some of the folks associated with *Pluriverse!*

Readings

Ashish Kothari, Arturo Escobar, Ariel Salleh, Federico Demaria, Alberto Acosta "Can the coronavirus save the planet?" (March 26, 2020),
<https://www.opendemocracy.net/en/oureconomy/can-coronavirus-save-planet/>

Susan Paulson, Giacomo D'Alisa, Federico Demaria, and Giorgos Kallis with Feminisms and Degrowth Alliance, "From pandemic toward care-full degrowth" (April 30, 2020),
Interface: a journal for and about social movements

Giorgos Kallis, Susan Paulson, Giacomo D'Alisa, Federico Demaria, "The case for degrowth in a time of pandemic" (May 14, 2020),
<https://www.opendemocracy.net/en/oureconomy/case-degrowth-time-pandemic/>

Ashish Kothari, "How 'ordinary' people can show us ways out of global crises" (May 13, 2020), <https://wsimag.com/economy-and-politics/62204-how-ordinary-people-can-show-us-ways-out-of-global-crises>

Week 9: Premiere of the World in 2050 2025 Film Festival

Tuesday, May 26. Your Visions of the World 1

Today the World in 2050 2025 Film Festival premieres – this will be a class not to miss!

Reading

John Foran, “Cosmic Biography”

Thursday, May 28. Your Visions of the World 2

Today, we will host further courageous video presentations of your final projects – this is no day to experience FOMO!

Reading

John Foran, “John’s interim program for a new world” (April 1, 2020 [no fooling]), <https://www.resilience.org/stories/2020-04-03/johns-interim-program-for-a-new-world/>

Week 10: World in 2050 2025 Film Festival and Final Reflections

NOTE: *Your Individual Video Project’s link must be posted by 7 a.m. on Thursday, June 4.*

Tuesday, June 2. Your Visions of the World 3

Today will be packed with outstanding group presentations – it will be a class you will *not* want oversleep!

Reading

John Foran, “The Shortest of Comments, the Biggest of Movements” (May 12, 2020), <https://www.resilience.org/stories/2020-05-12/the-shortest-of-comments-the-biggest-of->

[movements/?mc_cid=da332d2aeb&mc_eid=6d8c24e1b3](https://www.resilience.org/stories/2018-07-02/the-varieties-of-hope/)

NOTE: *The Cool Eco Vista/Cool Block Project Reports are due by midnight on Monday, June 8.*

Thursday, June 6. Toward a Better Future

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

Reading

John Foran, “The Varieties of Hope” (July 2, 2018),
<https://www.resilience.org/stories/2018-07-02/the-varieties-of-hope/>

* * *

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

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

* * *

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

Dalai Lama

A Partial (and Growing) Bibliography on Living in the Time of the Coronavirus

Ashish Kothari, “We Will Survive the Coronavirus. We Need to Make Sure We Survive Ourselves” (April 1, 2020), <https://thewire.in/environment/we-will-survive-the-coronavirus-we-need-to-make-sure-we-survive-ourselves>

Manolo Callahan, “Insubordinate Conviviality in the COVID-19 Conjuncture” (April 24, 2020), <https://www.convivialthinking.org/index.php/2020/04/24/insubordinateconviviality/>

Mike Davis, “Coronavirus: ‘In a Plague Year’ (March 27, 2020), <https://www.alterinter.org/?Coronavirus-In-a-Plague-Year>

John Foran, “John’s interim program for a new world” (April 1, 2020), <https://www.resilience.org/stories/2020-04-03/johns-interim-program-for-a-new-world/>

Ashish Kothari, “Corona can’t save the planet, but we can, if we learn from ordinary people,” *Interface: a journal for and about social movements Sharing stories of struggles* (April 17, 2020), <https://www.interfacejournal.net/>

Richard Heinberg, “Pandemic Response Requires Post-Growth Economic Thinking” (April 10, 2020), <https://www.resilience.org/stories/2020-04-10/pandemic-response-requires-post-growth-economic-thinking/>

Saladdin Ahmed, “The Coronavirus Pandemic, Capitalism, and Nation-States” (April 29, 2020), <http://social-ecology.org/wp/2020/04/the-pandemic-capitalism-and-nation-states/>

Paul Engler, “Coronavirus is a Historic Trigger Event” (March 21, 2020), <https://portside.org/2020-03-21/coronavirus-historic-trigger-event>

Mike Davis, “Reopening the Economy Will Send Us to Hell” (April 22, 2020), <https://labornotes.org/2020/04/reopening-economy-will-send-us-hell#comment-form>

Luvvie Ajayi Jones, “All the Things We Need to Ditch Once This Is Over” (April 21, 2020), <https://zora.medium.com/all-the-things-we-need-to-ditch-once-this-is-over-9e55c513eed>

Annie Lowrey, “Millennials Don’t Stand a Chance” (April 13, 2020), https://www.theatlantic.com/ideas/archive/2020/04/millennials-are-new-lost-generation/609832/?utm_campaign=the-atlantic&utm_source=facebook&utm_term=2020-04-13T14%253A11%253A34&utm_content=edit-promo&utm_medium=social

Slavoj Žižek, *Pandemic! Covid-19 Shakes the World* (O/R Books, 2020), pdf

Yuval Noah Harari, “The World after Coronavirus,” *Financial Times* (March 19, 2020), <https://www.ft.com/content/19d90308-6858-11ea-a3c9-1fe6fedcca75>

Kim Stanley Robinson, “The Coronavirus Is Rewriting Our Imaginations” (May 1, 2020), https://www.newyorker.com/culture/annals-of-inquiry/the-coronavirus-and-our-future?utm_source=nl&utm_brand=tny&utm_mailing=New%20Campaign&utm_campaign=aud-dev&utm_medium=email&bxid=5be9e8d82ddf9c72dc757ce7&cndid=51036019&hasha=75494dba5dec3b9ffb8336070876d635&hashb=c4e1eb2fc540857e47df7b9ee88b2dc978b8eb5c&hashc=248cade87897f35ab662fc9bcd02e25fc471912925f6a6cf91ecfbab57c90e7&esrc=bounceX&utm_term=TNY_Daily

Message from Thich Nhat Hanh, pdf

Rethinking Schools, “The Coronavirus and Our Work” (March 18, 2020)

Rebecca Solnit, “‘The status quo is dead’: on America after the coronavirus” (April 14, 2020)

George Black, “Vietnam May Have the Most Effective Response to Covid-19” (April 28, 2020), <https://www.thenation.com/article/world/coronavirus-vietnam-quarantine-mobilization/>

Robert Reich, “Donald Trump’s four-step plan to reopen the US economy – and why it will be lethal” (May 3, 2020), <https://www.theguardian.com/commentisfree/2020/may/03/donald-trump-reopen-us-economy-lethal-robert->

reich?utm_term=RWRpdG9yaWFsX0Jlc3RPZkd1YXJkaWFuT3Bpbmlvbl
VTLTIwMDUwNA%3D%3D&utm_source=esp&utm_medium=Email&C
MP=opinionus_email&utm_campaign=BestOfGuardianOpinionUS

Frank Bruni, “She Predicted the Coronavirus. What Does She Foresee Next?”
(May 2, 2020),
<https://www.nytimes.com/2020/05/02/opinion/sunday/coronavirus-prediction-laurie-garrett.html>

Neil Vallely, “Capitalism and Crisis: Which post-capitalist world will emerge?”
(May 3, 2020), <https://roarmag.org/essays/coronavirus-decade/>

Nouriel Roubini, “The Coming Greater Depression of the 2020s” (April 28,
2020), <https://www.project-syndicate.org/commentary/greater-depression-covid19-headwinds-by-nouriel-roubini-2020-04>

Giorgos Kallis, Susan Paulson, Giacomo D’Alisa, Federico Demaria, “The case for
degrowth in a time of pandemic” (May 14, 2020),
<https://www.opendemocracy.net/en/oureconomy/case-degrowth-time-pandemic/>

Ashish Kothari, “How ‘ordinary’ people can show us ways out of global crises”
(May 13, 2020), <https://wsimag.com/economy-and-politics/62204-how-ordinary-people-can-show-us-ways-out-of-global-crises>