

VO Climate Change through the Lens of an Inter- and Transdisciplinary Project: “Climate Walk”

Language: English

Examination dates: tba, see minimum requirements and assessment criteria

ECTS: 3

Lectures (Dates):

11.03.2021; 16.45-18.15 & 18.30-20.00

18.03.2021; 16.45-18.15 & 18.30-20.00

25.03.2021; 16.45-18.15 & 18.30-20.00

15.04.2021; 16.45-18.15 & 18.30-20.00

22.04.2021; 16.45-18.15 & 18.30-20.00

06.05.2021; 16.45-18.15 & 18.30-20.00

20.05.2021; 16.45-18.15 & 18.30-20.00

17.06.2021; 16.45-18.15

Overview of sessions:

	Theme of the class/topic	Slot 1 (16.45-18.15)	Slot 2 (18.30-20.00)	Main question(s)
Class 1 (11.03.21)	Kick-Off-Session	Introduction, Keynote (Thomas H. Eriksen), Project and Lecture Series Introduction	Panel Discussion on Climate Change and Changing Climates	What is the Climate Walk? What is Climate Change? What is the socio-ecological status quo? Do we need a transdisciplinary approach for grasping CC?
Class 2 (18.03.21)	Research on Foot: <u>Walking</u> as a method (“We Walk”)	Keynote speakers on theories and methods behind walking	Researchers/ Practitioners on their experiences with walking	How could walking be used as a research method? How does walking influence our perception of (changing) landscapes?
Class 3 (25.03.21)	Recent trends in Climate Change <u>Research</u> (“We Listen”)	Keynote speakers on their research perspectives	Keynote speakers on their research perspectives	Topic: Climate Change research from different perspectives and disciplines
Class 4 (15.04.21)	Climate Change and <u>Education</u>, Global Citizenship (“We Talk”)	Keynote speakers and their research perspectives	Practitioners/ Activists	How do educators deal with CC? How to educate people in Climate Action?
Class 5 (22.04.21)	Climate Change and <u>Arts</u> (“We create”)	Keynote speakers and their research perspectives	Practitioners/ Activists	How may art help to tackle CC? What role do arts play? How to communicate Climate Change through arts?
Class 6 (06.05.21)	Climate Change <u>Communication</u> and	Keynote speakers and their research	Panel Discussion	How to communicate and fight CC? How to initiate

	<u>Socio-Ecological Transformation</u> (“We ConnAct”)	perspectives		conversations of transformation?
Class 7 (20.05.21)	Wrap-Up Session	Roundtable/Panel Discussion Format (tba)	Final wrap-up from course instructors	Reflection on the course: What to do now? How can we bring all the approaches together?
Class 8 (17.06.21)	Follow-Up Session	Update from the Wanderers, Q & A session, clarification of assessment	no second slot	-

Form and design of the lecture:

This lecture is an inter- and transdisciplinary lecture series with invited academic researchers as well as practitioners from various universities around Europe. The main goal is to learn about issues related to climate change from different perspectives. Another focus will be on social science research methods, in particular “Ethnography on Foot” (Ingold and Vergunst, 2008). The lectures will be held online and will be broadcasted for affiliated European universities.

Information

Aims, contents and method of the course

The purpose of this lecture-series is twofold. First, the aim of the series is to discuss under which assumptions and conditions climate research (with a special focus on social sciences) can be opened up to the general public and thus be transformed into a transdisciplinary research agenda. Second, the lecture series will account for the usefulness and conceptual foundations of an interdisciplinary participatory approach to studying climate change at the example of the combined research, education and media-art project “Climate Walk” (<https://www.climatewalk.eu/>). For accomplishing these two goals, representatives from civil society are brought together with academic experts. Both groups speak of current trends within climate research and climate activism and refer to the Climate Walk’s project design as one possible reference frame for future climate change research.

Students attending the lecture series have learning outcomes on two levels. First, they become acquainted with recent trends in interdisciplinary climate change and climate action research. Second, students gain insights into the “Climate Walk” project for which they are encouraged to participate as volunteers and co-researchers. Thus, it is a stated goal of the lecture series to introduce students to research on the social, cultural and political implications of “Climate Change” and “Changing Climates” throughout Europe.

The lecture series consists of seven three-hour and one half-an-hour sessions from March to June 2021. Whereas the first 90 minutes of the session is devoted to academic experts and their stance on the different branches of climate research (represented in the project). The second part uses examples and civil society practitioner's experiences to illustrate the theoretical and methodological considerations of the first part.

Assessment and permitted materials

For successfully completing the course, students have to submit a written seven-page paper at the end of the course (Title page, Bibliography, Times New Roman 12 + 1,5, minimum 1800 words excl. title page and bibliography). Five of the seven pages have to critically discuss both the content of the five thematic sessions and the altogether seven mandatory articles assigned to the five different thematic sessions.

Minimum requirements and assessment criteria

Students can earn a maximum of 50 points on the essay (10 points per question) depending on the quality of their answers concerning reflectiveness, clarity and stringency. Beyond, students have to show in their essays that they are able to connect the theoretical and methodological approaches and critically reflect the presented transdisciplinary approaches of studying, communicating and combating climate change through the project "Climate Walk".

Examination topics

The examination will consist of writing one final paper, which includes a critical discussion of all mandatory articles including a connection to the content of the lectures. The final paper will assess the students' thorough and critical understanding of the readings and lectures. (For detailed information see: "Minimum requirements and assessment criteria")

Reading list

Armstrong, A. K., Krasny, M., and Schuldt, J. (2018): *Communicating Climate Change. A Guide for Educators*. Cornell University Press: Ithaca/London.

Burch, S., Shaw, A., Dale, A., and Robinson, J. (2014): *Triggering transformative change: a development path approach to climate change response in communities*. In: *Climate Policy*, 14 (4): 467-487.

Camila M., Chassé Speich, D., and Fuhr, Lili (2015): *Carbon Metrics. Global abstractions and epistemological epistemicide*. Heinrich Böll Stiftung, Publication Series Ecology Volume 42.

- Gabrys, J., Yusoff, Kathryn (2012): Arts, Sciences and Climate Change: Practices and Politics at the Threshold. In: *Science as Culture* 21 (1): 1-24.
- Ingold, T., and Vergunst, J. L. (2008): Introduction. In: Ingold, T., and Vergunst, J. L.: *Ways of Walking: Ethnography and Practice on Foot*. Routledge: London.
- IPCC (2019): Climate Change and Land. An IPCC Special Report on climate change, desertification, land degradation, sustainable land management, food security, and greenhouse gas fluxes in terrestrial ecosystems. Summary for Policy Makers. Last access, 01.11.2020: https://www.ipcc.ch/site/assets/uploads/sites/4/2020/02/SPM_Updated-Jan20.pdf
- Lee, J./Ingold, T. (2006): Fieldwork on Foot: Perceiving, Routing, Socializing. In: Peter C., and Coleman S. (ed.): *Locating the Field: Space, Place and Context in Anthropology*. Oxford: Berg Publishers: 67-85.
- Marcus, G.E. (1995). Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography. *Annual Review of Anthropology*, 24, 95-117.
- Nightingale, A. (2016): Adaptive scholarship and situated knowledges? Hybrid methodologies and plural epistemologies in climate change and adaptation research. In: *Area* 48 (1): 41-47.
- Seligmann, L.J./Estes, B.P. (2020): Innovations in Ethnographic Methods. *American Behavioral Scientist*, Vol. 64 (2): 176–197. Online available at <https://doi.org/10.1177/0002764219859640>.