



**ES/PO 308 - FROM ENVIRONMENTAL ACTIVISM TO “AGENTS OF CHANGE-GENERATION”:
SHAPING DEMOCRACY IN TIMES OF CRISIS IN FREIBURG (GERMANY)**

IES Abroad Freiburg

DESCRIPTION:

A series of multiple crises are currently shaking societies all over the world. Climate change, loss of biodiversity, increase of social injustice and poverty, weakening of democracy: all of these make it particularly challenging for European democracies to stay on course with the urgently needed changes. More and more citizens, above all increasingly young people feel the urge to understand their role as potential change agents and rediscover their political power within democratic systems. The development is particularly evident throughout Germany, and especially in Freiburg.

This course provides a basic knowledge of democracy, public participation, governance, resilience, ecological rights, and political activism with a special focus on environmental activism and concrete examples from the Freiburg region. In Freiburg, the level of political engagement of the population, local interest groups, and many local institutions is high and has transformed the city into an internationally renowned example of local sustainability and best practice. Students will learn about various examples of environmental activism and its interaction with the democratic system in Freiburg and the region. Forms of protest and their juridical-social dimension will also be discussed.

After being introduced to different concepts of democracy, students will be encouraged to engage in a dialog regarding the sometimes opposing needs to ensure environmental sustainability despite rapid change and to safeguard democratic systems. Students will then analyze the role of active participation in democratic systems in times of crisis, particularly focusing on its potential for success, limitations, and criteria that ensure the transferability of best practices. Students will be invited to discuss their own potential as change agents in their communities, at their home universities, and workplaces. Likewise, they will be encouraged to reflect critically on current developments as it relates to course content and outlooks in their home country.

CREDITS: 3

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Lectures
- Discussions
- Exercises
- Students' presentations
- Course-related trips and interviews of activists

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%
- Field Study Reflection Papers- 15%
- Midterm Exam - 30%
- Final Exam - 25%
- Mock debate – 20%

Course Participation – 10%

Students are expected to participate in debates with questions related to the readings and Students are required to complete all reading assignments and will be expected to demonstrate this through regularly assigned homework, pop quizzes, and/or insightful and relevant contributions to in-class discussion. All these components will count toward the class participation grade. Participation also applies to course-related trips, outings and/or special events in and around Freiburg. A rubric for participation is available in the appendix and on Moodle.

Field Study Reflection Paper – 15%

After each of the two field trips, students are required to write two short (250-500 words) reflection papers that review what they have learned and critically relate it to the course content.

Midterm Exam – 30%

(90 minutes) The midterm will be held after the end of the first part of session 10 and will focus on the contents of the required readings and the classroom sessions. Question formats include structured short or long answer questions.

Final Exam – 25%

The final exam will be a comprehensive assessment of all topics. Students will have 90 minutes to complete the exam in class, which will consist of essay questions dealing with topics from the entire class. Detailed instructions on the content of the final exam will be distributed in advance.

Mock debate– 20%

The instructor provides a case study on which students take a specific position (activists, government, company). A detailed position paper (750 words), which is to be submitted in advance, is prepared in preparation for the mock debate by each student. Together, the written position paper and the performance in the debate will be graded. A rubric for the mock debate is available on Moodle (see Appendix A).

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- List basic types/methods of political activism, democratic participation, and basic roles of social change agents;
- Define various modes of environmental activism;
- Explain the social, economic, and political conditions that pave the way for environmental activism;
- Identify risks, consequences, and effects of different activism actions /activities;
- Analyze concrete good practice examples of environmental and climate activism from Freiburg and the surrounding region to understand and explain why they can be described as successful;
- Apply basic rules of effective climate communication;
- Detect transferability elements from specific activism cases; and
- Apply concepts of activism to other contexts or analyze other contexts.

Attendance Policy (see also the detailed version on Moodle ESS Academics page)

IES Abroad courses are designed to utilize the unique contribution of the instructor; the lecture/discussion format is regarded as the **primary mode of instruction**. Therefore, attendance is mandatory. Any unexcused absence will incur a penalty on your final course grade. Deductions from grades due to absences are based on contact hours (= 45 minutes). Any unexcused absence will result in a penalty on your final course grade (1 unexcused contact hour absence - 1%, 2nd unexcused contact hour absence -2%, 3rd unexcused contact hour absence – 3% and so on). Any student who misses more than 25% of a course (= more than 11 contact hours), whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course.

ESS courses may have entire course blocks that take place on one day in addition to longer field trips that count for several contact hours. In this case, the actual missed contact hours are added together, and the absences are sanctioned according to the rule above. If you are late for a planned field trip, you will generally not be able to join the trip, since the group needs to leave on time and cannot



wait for one person. Punctuality is therefore essential here. If you miss a class, it is **your responsibility** to make up on everything that was covered in class. Tests/presentations missed during unexcused absences **cannot be made up**.

Arriving late for class: Punctuality is important for the planned course schedule. If you are late for class, the late time will be recorded and added up at the end of the course. You will receive a grade reduction based on the accumulated amount of missing contact hours (as outlined above; i.e., if you were late by 15 minutes on 3 days, your grade would be reduced by 1% for 1 missing contact hour).

LATE OR FAILURE SUBMISSION OF ASSIGNMENTS: Late submission of assignments or failure of submission of assignment results in the grade F of that particular assignment. This does not apply to late or non-submission due to illness with an excused absence.

Excused absence: Please call the IES Center before the start of your first class if you are ill and would like to be excused from your course, as outlined in the "Cell Phone and Attendance Policy" handed out during orientation. Student Affairs staff will decide whether your absence can be excused directly or whether a doctor's note is necessary. Absences due to religious observances and family emergencies may be excused at the discretion of the Center Director, with written approval. A petition for an excused absence due to a religious holiday needs to be submitted 2 weeks in advance. If permission is granted, the student needs to inform the Academic Dean, the Student Affairs Team and their instructors. Absences due to private travel or travel delays cannot be excused, even with advanced notice.

ACADEMIC INTEGRITY CODE:

Students are expected to abide by the IES Abroad Code of Academic Integrity. The detailed IES Abroad academic integrity code can be accessed on Moodle.

All work submitted by a student for academic credit should constitute the student's own original work. Regardless of the quality of work, plagiarism will result in a failing grade for the course and/or an academic review and possible expulsion from the program. Plagiarism may be broadly defined as "copying of materials from sources, without acknowledging having done so, claiming other's ideas as one's own without proper reference to them, buying materials such as essays/exams, and using AI-generated content without disclosure."

As AI tools continue to evolve, learning how to use them responsibly is an important emerging skill. Some of our courses allow students to explore the use of generative artificial intelligence (GAI) tools such as ChatGPT for some assignments and assessments. The instructor of each course will communicate whether GAI may be used in a course and provide specific guidelines and procedures for its appropriate use.

Updated information on your course and readings, including additional readings from journalistic articles, can be found on the Moodle platform at <https://moodle.iesabroad.org/login/index.php>

Course Participation

Students are required to complete all reading assignments and will be expected to demonstrate this through regularly assigned homework, pop quizzes and/or insightful and relevant contributions to in-class discussion. All these components will count toward the class participation grade. Participation also applies to course-related trips, outings and/or special events in and around Freiburg. A rubric for participation is available on Moodle (see Appendix A).

Reflection Paper

After each of the two field trips, students are required to write two short (250-500 words) reflection papers that review what they have learned and critically relate it to the course content.

Midterm Exam

(90 minutes) The midterm will be held after the end of the first part of session 10 and will focus on the contents of the required readings and the classroom sessions. Question formats include structured short or long answer questions.

Final Exam

The final exam will be a comprehensive assessment of all topics. Students will have 90 minutes to complete the exam in class, which will consist of essay questions dealing with topics from the entire class. Detailed instructions on the content of the final exam will be distributed in advance.



Mock debate

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- Apply basic rules of effective climate communication;
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- Apply concepts of activism to other contexts or analyze other contexts.

ATTENDANCE POLICY:

All IES Abroad (Freiburg) courses require attendance and participation. Attendance is mandatory per IES Abroad policy. Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%). Any student who has more than three (3) unexcused absences will receive an “F” as the final grade in the course. Any student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course. Absences due to sickness, religious observances, and family emergencies may be excusable at the discretion of the Center Director. In the case of an excused absence, it is the student’s responsibility to inform the Academic Dean of the absence with an Official Excused Absence Form, as well as any other relevant documentation (e.g. a doctor’s note), and to keep a record thereof. The absence form must be turned in as soon as possible before the class, in the case of a planned absence, or immediately upon return to the Center, in the case of an unplanned absence, in order for the absence to be considered excused. It is also the student’s responsibility to inform the professor of the missed class. Students can collect and submit the Official Excused Absence Form from the office of the Academic Dean.

TESTS, QUIZZES, OR PRESENTATIONS MISSED DURING UNEXCUSED ABSENCES CANNOT BE MADE UP!

ASSIGNMENTS NOT HANDED IN ON THE DUE DATE WILL BE SUBJECT TO A 3% PENALTY PER DAY POST-DUE DATE (except of students who have an excused absence).

ACADEMIC INTEGRITY CODE:

Regardless of the quality of work, plagiarism is punishable with a failing grade in the class. Plagiarism may be broadly defined as “copying of materials from sources, without acknowledging having done so, claiming other’s ideas as one’s own without proper reference to them, and buying materials such as essays/exams.

Updated information on your course and readings, including additional readings from journalistic articles, can be found on the Moodle platform at <https://moodle.iesabroad.org/login/index.php>

CONTENT:

Week	Content	Assignments and Readings
Week 1	Introduction: Environmental Activism and Democracy. Theory and Examples from Freiburg and the Region	

Session 1	Introduction + students' expectations Democracy: Theory, definition, and different conceptions with a particular focus on ecological democracy and climate justice Further: • Self-reflection • Discussion of personal experiences • Development of common rules for the culture of conversation in the seminar (community agreement)	Required readings: • Siaroff, Alan. "Electoral Democracies, Liberal Democracies, and Autocracies," in <u>Comparing Political Regimes: A Thematic Introduction to Comparative Politics</u>. Fourth Edition. University of Toronto Press, 2022. p. 77-93. (16 pages) • Council of Europe, "Manual for Human Rights Education with Young people - Democracy". https://www.coe.int/en/web/compass/democracy (accessed 29 June 2023). (5 pages) • Gardiner, Stephen. M. and Hartzell-Nichols, Lauren. "Ethics and Global Climate Change," in <u>Nature Education Knowledge</u> 3(10):5(2012), https://www.nature.com/scitable/knowledge/library/ethics-and-global-climate-change-84226631/#. (5 pages) • Pickering, Jonathan and Bäckstrand, Karin and Schlosberg, David. "Between environmental and ecological democracy: theory and practice at the democracy-environment nexus," in <u>Journal of Environmental Policy and Planning</u>, 22 (2020), pp. 1-15. (15 pages) Recommended readings: • Westminster Foundation. "WFD's approach to environmental democracy," 2020. https://www.wfd.org/sites/default/files/2021-11/Global-environmental-crises-a-democratic-response_WFD_2020-updated.pdf.
Session 2	Environmental activism and its role in shaping democracy History of disruptive social phenomena and progressive transformative potential in Freiburg	Required readings: • Gualini, Enrico and Mourato, João Morais and Allegra, Marco. <u>Conflict in the City, Contested Urban Spaces and Local Democracy</u>. Berlin: Jovis, 2015. (11 pages) • Della Porta, Donatella. <u>How Social Movements Can Save Democracy</u>. Cambridge / Medford: Polity, 2020. (20 pages) • Piper, Oliver. "The Green City of Freiburg." DW made for minds. 16 January 2022. www.dw.com/en/the-green-city-of-freiburg-is-this-germanys-future/a-60438622. (6 pages) Recommended readings: • Fridays for Future Freiburg. <u>Forderungen für ein Klimagerechtes Freiburg</u>. 2019. https://freiburgforfuture.de/wp-content/uploads/2020/11/FFF-Forderungen.pdf. • Frey, Wolfgang. <u>Freiburg Green City: Approaches to Sustainable Development</u>. Freiburg: Herder, 2014. (73 pages) • Barber, Kat. "Freiburg: Germany's futuristic city set in a forest." <i>BBC Travel</i>. 16 July 2020. https://www.bbc.com/travel/article/20200715-freiburg-germanys-futuristic-city-set-in-a-forest. • https://www.klimacampfreiburg.de
Session 3	The state of democracy in times of multiple crises The role of active participation in a democratic society	Required readings: • International IDEA, International Institute for democracy and electoral assistance. <u>The Global State of Democracy</u>, 2022, Pages 1-11, 24-39, https://doi.org/10.31752/idea.2022.56. (27 pages)

		- Brunetta, Grazia and Baglione, Valeria. "Resilience in the Transition Towns Movement. Towards a New Urban Governance," in <u>TeMA Journal of Land Use Mobility and Environment</u>, 2 (2013), pp. 251-265. (9 pages) - Barrett, Martyn. "Citizens Competences," in <u>Scuola Democratica</u>, 2021. https://www.academia.edu/49198314/Citizenship_Competences (15 pages) Recommended readings: - Abadi, Cameron. "What if Democracy and Climate Mitigation Are Incompatible?," in <u>Foreign Policy</u>, 7 January 2022. https://foreignpolicy.com/2022/01/07/climate-change-democracy/
Session 4	Guest speaker: Climate Citizens' Council of the Freiburg Region	Required readings: Duvic-Paoli Leslie-Ann. "Re-imagining the making of Climate law and Policy in Citizens' Assemblies," in <u>Transnational Environmental Law</u>, 11 (2022), pp 235-261. (26 pages)
Session 5	Course-related trip to meet local activists	Field study reflection paper: after the field study, students will be required to write a 250-500 word reflection paper that reviews what they have learned and critically relate it to the course content.
Week 2	Environmental activism: History, goals, methods, stakeholders	
Session 6	Environmental Activism: Definition, history, methods, goals, actors	Required readings: - Pepper, David. <u>Modern Environmentalism an Introduction</u>, London: Routledge, 1996, chapter 1 "Defining Environmentalism", p. 9-46. (38 pages) - Barkham, Patrick. "Should rivers have the same rights as people?," <u>The Guardian</u>, 25 July 2021. https://www.theguardian.com/environment/2021/jul/25/rivers-around-the-world-rivers-are-gaining-the-same-legal-rights-as-people. (7 pages) - Elliott, Lorraine. "History of the environmental movement," in <u>Encyclopedia Britannica Online</u>, 2023. (10 pages) - Dono, Joanne and Webb, Janine and Richardson, Ben. "The relationship between environmental activism, pro-environmental behavior and social identity," in <u>Journal of Environmental Psychology</u>, 30:2(2010). https://www.sciencedirect.com/science/article/abs/pii/S0272494409000991 (5 pages) - Séguin, Chantal, Pelletier, Luc and Hunsley, John. "Toward a model of environmental activism" in <u>Environment and Behavior</u>, 30/5 (1998), pp. 628-652 (24 pages) Recommended readings: - EcoCation. "What is Environmental Activism?," https://ecocation.org/what-is-environmental-activism/. Accessed 29 June 2023.

		Grove, Richard H. "Origins of Western Environmentalism," in <u>Scientific American</u>, 267 (1) (1992), pp. 42-47. (6 pages)
Session 7	Democratic institutions and environmental activism Interaction, conflicts, and the institutionalization of environmental politics	Required readings: - Eckersley, Robyn. "Greening states and societies: from transitions to great transformations," in <u>Environmental Politics Journal</u>, 30:1-2 (2020), pp.245-265. (20 pages) - Youngs, Richard and Kambli, Namita. "Climate Action, Social Justice, and democracy: Europe's New Trilemma," Carnegie Europe, 2 February 2023. https://carnegieeurope.eu/2023/02/02/climate-action-social-justice-and-democracy-europe-s-new-trilemma-pub-88914. (6 pages) - McCormick, John. <u>The Global Environmental Movement</u>. New Jersey: John Wiley & Sons, 1996. (22 pages) - Baber, Walter F. and Bartlett, Robert V. <u>Deliberative Environmental Politics, Democracy and Ecological Rationality</u>. Cambridge (Mass.): MIT PR, 2005. (11 pages) - Lafferty, William M. "Governance for Sustainable development: the impasse of dysfunctional democracy," in <u>Governance, Democracy and Sustainable development Moving beyond the Impasse</u>. Eds. James Meadowcroft, Oluf Langhelle and Audun Ruud. Cheltenham: Edward Elgar Publishing Limited (2014). pp. 325 – 332. (7 pages) Recommended readings: - Clarke, J., Webster, R., Corner, A. <u>Theory of Change: Creating a social mandate for climate action</u>. Oxford: Climate Outreach, 2020.
Session 8	Activism targeting corporations, sustainable materialism, and corporations' receptivity Mapping and balancing relationships	Required readings: - Hoffmann, Andrew J. "Social Innovations: Shades of Green," in <u>Stanford Social Innovation Review</u>, 7.0.2 (2009). https://ssir.org/articles/entry/shades_of_green. (15 pages) - McDonnell, Mary-Hunter, King, Brayden G. and Soule, Sarah. A. "A Dynamic Process Model of Private Politics: Activist Targeting and Corporate Receptivity to Social Challenges," in <u>American Sociological Review</u>, 80(3) (2015), pp. 654–678. (24 pages) - Newell, Peter. "Civil Society, Corporate Accountability and the Politics of Climate Change," in <u>Global Environmental Politics</u>, 8(3) (2008), pp. 122–153. (31 pages)
Session 9	Visit a local "green" company specialized in sustainable products and supply chains	Field study reflection paper: after the field study, students will be required to write a 250 to 500-word reflection paper that reviews what they have learned and critically relate it to the course content.
Session 10a	Midterm exam	
Session 10b	Communication about climate change and citizens' engagement	Required readings: Rivett- Carnac, Tom. "Momentum Vs Perfection," in <u>Outrage and Optimism</u>. 16 March 2023, Marshall, George. "Transformative

	Theory and practice	Kommunikation.” Keynote Speech at the K3 Conference about Climate Communication in Karlsruhe. September 2019, 36.46. https://k3-klimakongress.org/k3videos/. (36 minutes) - Corner, Adam, Shaw, Chris and Clarke, Jamie. <u>Principles for effective communication and public engagement on climate change: A Handbook for IPCC authors</u>. Oxford: Climate Outreach, 2018. (23 pages) Recommended readings: - Eurovision News. <u>Climate Journalism That Works. Between Knowledge and Impact</u>, 2023. https://www.ebu.ch/guides/open/report/news-report-2023-climate-journalism-that-works.
Week 3	Environmental Activism: Successes, limitations, transferability of best practice and the role of change-agents	
Session 11	Environmental activism Effects, successes, and limitations a) On politics: When and how do they influence the political system and reach their goals?	Required readings: - Bomberg, Elizabeth. “Moving beyond the impasse: climate change activism in the US and the EU” in <u>Governance, Democracy and Sustainable Development Moving beyond the Impasse</u>. Eds. James Meadowcroft, Oluf Langhelle and Audun Ruud. Cheltenham: Edward Elgar Publishing Limited, 2014. pp. 123-138. (15 pages) - Wolbring, Gregor and Simerta Gill. “Potential Impact of Environmental Activism: A Survey and a Scoping Review,” in <u>Sustainability</u>, 15(4):2962 (2023). https://doi.org/10.3390/su15042962 (14 pages) - Rivett-Carnac, Tom, host. “Momentum VS Perfection: The Biggest Question in Climate Right Now? (Part one), Outrage + Optimism, 2023. https://www.outrageandoptimism.org/episodes/momentum-vs-perfection. Accessed 10 June 2023 (29 Minutes)
Session 12	Environmental activism Effects, successes, and limitations b) On Society: When do they change and when do they divide society? What is their impact on the well-being of individuals and society?	Required readings: - Bugden, Dylan. “Does Climate Protest Work? Partisanship, Protest, and Sentiment Pools,” in <u>Socius</u>, 6 (2020). https://journals.sagepub.com/doi/10.1177/2378023120925949. (10 pages) - Gulliver, Robyn, Fielding, Kelly S. and Louis, Winnifred R. <u>Civil Resistance Against Climate Change</u>. Washington DC. ICNC Press, 2021. Chapter 1: <u>The emergence of civil resistance Against Climate Change</u>, page 12-21 (11 pages), Chapter 5, <u>Mapping Climate Change Civil resistance onto Movement Frameworks</u>, page 78-85 (7 pages), Chapter 6: <u>Takeaways for specific groups</u>, Pages 86-91 (5 Pages), ICN Monograph Series. - Timperly, Jocelyn and Henriques, Martha. “The surprising science of climate protests,” <u>BBC Future</u>, 21 April 2023. https://www.bbc.com/future/article/20230421-earth-day-the-science-of-climate-change-protest. (6 pages) - Herrmann, Annalena. “Germany’s ‘Last Generation’: a successful campaign against climate change?,” <u>The Perspective</u>, 25 May 2023. https://www.theperspective.se/2023/05/25/activism/germanys-last-generation-a-successful-campaign-against-climate-change/. (4 pages) Recommended readings:

		- Chenoweth, Erica and Stepan, Maria J. <u>Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict</u>. New York: Columbia Univ. Press, 2011. - Hopkins, Rob. "My town in Transition: Rob Hopkins at TEDxExeter". 1 May 2012. https://www.youtube.com/watch?v=r3L9n20myqk. - Hopkins, Rob. <u>From What Is to What If, Unleashing the Power of Imagination to create the Future We Want</u>. Chelsea: Green Publishing Co, 2019.
Session 13	Current and past activism-approaches and their effects Learning from young activists and their strategies, from Severn Cullis-Suzuki to Greta Thunberg	Required readings: - Webinar: 6 Ways Social Change Agents Influence Others: series of Webinars on YouTube, Walding University, Minnesota - Gualco, Dean. "Voices of Social Change: The Keys to Influence," 23 July 2018. https://www.youtube.com/watch?v=YQQSni_l3o. (16 minutes) - Cullis- Suzuki, Severen. "Severn Cullin-Suzuki at Rio Summit 1992.", 17 August 2012. https://www.youtube.com/watch?v=oJJGuIZVfLM&list=PLfAjgE6VVDpUMo1bS930mnv92yMuQAo1w. (9 minutes) - Vidal, John. "I had singular focus: 30 years on from Severn Cullis-Suzuki's earth Summit speech," <i>The Guardian</i>, 11 June 2022, https://www.theguardian.com/environment/2022/jun/11/severn-cullis-suzuki-earth-summit-speech-greta-thunberg. (5 pages) - Fisher, Dana. R. and Nasrin, Sohana. "Climate activism and its effects," in Wiley in <i>Interdisciplinary Reviews</i>, 12(1)(2020). (4 pages) - Marquardt, Jens. "Fridays for Future's Disruptive Potential: An Inconvenient Youth Between Moderate and Radical Ideas," in <i>Frontiers in Communication</i>, 5 (2020). https://doi.org/10.3389/fcomm.2020.00048 (14 pages) - Díaz Pérez, Sílvia, Soler-Martí, Roger and Ferrer Fons, Mariona. "From the global myth to local mobilization: Creation and resonance of Greta Thunberg's frame Del mito global a la movilización local: Creación y resonancia del marco Greta Thunberg," in <i>Comunicar</i>, 29 (2021). https://www.researchgate.net/publication/350887514_From_the_global_myth_to_local_mobilization_Creation_and_resonance_of_Greta_Thunberg%27s_frame_Del_mito_global_a_la_movilizacion_local_Creacion_y_resonancia_del_marco_Greta_Thunberg. (9 pages) - Hurrelmann, Klaus und Albrecht, Erik. <u>Gen Z: Between Climate Crisis and Coronavirus Pandemic</u>. Oxfordshire: Routledge, 2021. (8 pages) Recommended readings: - Thunberg, Greta. <u>The Climate Book</u>. New York: Penguin Random House, 2022.
Session 14	Final exam	
Session 15a	Mock-debate on environmental activism	In this session, students will imitate a political debate, discussion, or conversation at a demonstration. The students must choose one party/opinion on a given case study and represent it in the discussion, so that different

		positions and arguments are shared, prepared, and discussed. In preparation for this, they draft a policy position paper (750 words) that they must submit in advance. In this way, environmental activism is to be classified and reflected in the context of divergent social and political views and desires. Recommended readings: Pickard, Sarah. "Young environmental activists and Do-It-Ourselves (DIO) politics: collective engagement, generational agency, efficacy, belonging and hope," in <i>Journal of Youth Studies</i>, 25 (6) (2022), pp. 730-750.
Session 15b	Conclusions and reflection	Recommended readings: Ray, Sarah Jaquette. <i>A Field Guide to Climate Anxiety, how to keep cool on a warming planet</i>. Oakland, California: University of California Press, 2020.

COURSE-RELATED TRIPS:

Two to three field trips in Freiburg and the surrounding area to provide examples of current activism.

REQUIRED READINGS:

- Baber, Walter F. and Bartlett, Robert V. *Deliberative Environmental Politics, Democracy and Ecological Rationality*. Cambridge (Mass.): MIT PR, 2005.
- Barkham, Patrick. "Should rivers have the same rights as people?," *The Guardian*, 25 July 2021. URL: <https://www.theguardian.com/environment/2021/jul/25/rivers-around-the-world-rivers-are-gaining-the-same-legal-rights-as-people>.
- Barrett, Martyn. "Citizens Competences," in *Scuola Democratica*, 2021. URL: https://www.academia.edu/49198314/Citizenship_Competences.
- Bomberg, Elizabeth. "Moving beyond the impasse: climate change activism in the US and the EU" in *Governance, Democracy and Sustainable development Moving beyond the Impasse*. Eds. James Meadowcroft, Oluf Langhelle and Audun Ruud. Cheltenham: Edward Elgar Publishing Limited, 2014. pp. 123-138.
- Brunetta, Grazia and Baglione, Valeria. "Resilience in the Transition Towns Movement. Towards a New Urban Governance," in *TeMA Journal of Land Use Mobility and Environment*, 2 (2013), pp. 251-265.
- Bugden, Dylan. "Does Climate Protest Work? Partisanship, Protest, and Sentiment Pools," in *Socius*, 6 (2020). URL: <https://journals.sagepub.com/doi/10.1177/2378023120925949>.
- Corner, Adam, Shaw, Chris and Clarke, Jamie. *Principles for effective communication and public engagement on climate change: A Handbook for IPCC authors*. Oxford: Climate Outreach, 2018.
- Council of Europe, "Manual for Human Rights Education with Young people - Democracy". URL: <https://www.coe.int/en/web/compass/democracy>. Accessed 29 June 2023.
- Cullis- Suzuki, Severen. "Severn Cullin-Suzuki at Rio Summit 1992.", 17 August 2012. URL: <https://www.youtube.com/watch?v=oJJGuIZVfLM&list=PLfAjqE6VVDpUMo1bS930mnv92yMuQAo1w>. (8 minutes)
- Della Porta, Donatella. *How Social Movements Can Save Democracy*. Cambridge / Medford: Polity, 2020.
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Appendix:

Rubric for course participation:

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that they have been capable of relating the main ideas in the readings to the other information discussed in the course and with their own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. They respectfully state their reactions about other classmates' opinions and can contribute to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time, the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student can construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. They are respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography but in a superficial way. They try to construct over others' ideas, but commonly provide comments that indicate a lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way and shows lack of interest in constructing over others' ideas.