SIOC 291 @Climate Course Syllabus

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COURSE SEGMENTS

Karolina Sobecka	Experiential Communication	In this course segment students will learn to design for an impact at the level of human experience rather than of verbal communication. The segment provides an overview of a broad range of non-traditional communication formats such as games, public interventions, videos, perfomances and others. The students design a stakeholder influence game and perform it with the relevant actors, setting the stage for analysis of interdependencies, trade-offs and feedbacks between the different stakeholders, and for reflection, discussion and dialogue.
Blacki Migliozzi	Data Visualization	This course segment will introduce students to crafting effective data visualizations for diverse audiences. We will cover design principles, sourcing publically available data sets, analyzing and cleaning data, and various tools and systems for visualization. We'll go through case studies of Bloomberg data journalism climate stories, explaining details behind constructing visual data-based arguments, and we'll discuss custom software tools for understanding and designing data and datasets.
Sherry Nouraini	Social Media	This course segment will focus on supporting students in their joint team projects and their individual personal branding. Specifically, students will learn how to use the vast amount of data on social media to support their communication project, and they will also learn how to develop their personal brand towards finding employment as they complete their training at SIO. The work the students complete in the project-scoping section of the crurriculum this summer will be invaluable for the social media segment. The students will be asked to share the scope of their projects and career goals a few weeks before the social media segment to help develop a more customized training.
Judith Garfield (Guests: Andrew Freedman)	WritingForPublic	In these four sessions, the students will hone their communication skills as they write, rewrite, interview, and give and receive feedback. Writing effectively is an essential personal and professional skill. Being able to communicate clearly, concisely, and dynamically, an appropriate tone and language, will have people excited to read and respond to what the students write.
Laura Manz	Negotiations	This course segment will set the foundation for starting a negotiation. The class will (1) identify the primary things that parties want and the soft

		benefits and then (2) understand the hard stops where discussions cannot move forward and what makes the counterparty's life easier. Students will learn about types of negotiations and then will explore negotiations in action using a case study in clean technology from San Diego.
Laura Manz	Policy	This course segment will explore several aspects of climate policy and energy policy in California, including: What are the policy influencers? How can we balance energy, climate, air, water, jobs, low income targets? Can we avoid another energy crisis? Then we will take a look at policy in action, exploring how legislation affects energy distribution and pricing.
Nancy Marlin	Behavioral Psychology	Why don't humans respond well to climate change? In my first class I will cover basic psychological principles in the areas of associative learning, sensation, cognition and motivation and how each of these relate to our general lack of response to climate change. I will then focus on social psychology, discussing why group identification, particularly political group identification, is such a powerful determinant of attitudes regarding climate change. The second class will focus on one specific behavior, individual choices in eating behavior, and how those choices contribute to climate change. The emphasis will be on how different foods, especially beef, contribute differentially to climate change, and how students can modify their own eating behavior to reduce the impact on the environment..
Marilee Bresciani	Project Scoping	These three class sessions will provide you with an opportunity to explore your specific career interests in order to design your CSP capstone and curriculum to best align with those interests. It will start with an introduction to careers in climate science and policy by David Robertson (GPS) and Gwen Nero (SIO). The sessions will explore and interpret data from one personality preference profile and will engage you in some specific exercises that are designed to align your interests in CSP w toith your multi-disciplinary talents provide you with the following: (1) an understanding of your personality profile strengths and opportunities for improvement, (2) clarification of your values and the ways you envision acting on them in your career, (3) an outline of your project, and (4) additional resources to explore to heighten your self-awareness and alignment with your career trajectory.
Karolina Sobecka	Skills	In these course segments, students will learn, practice and enhance skills in media communication (blogging, social media discourse), media production (design, image making, video production and post production) and data visualization.
Lynn Russell and Karolina Sobecka	ScienceFridays	This course segment will showcase new climate science findings from a variety of Scripps faculty.

TERM PROJECT

Each two-student team advances towards completion of a term-long self-defined project. This is the central component of the course that all other components support and inform. Each team is expected to define a topic of research related to a specific geographic region, and design a format for public engagement around it. The project needs to provide a way to convey information in an accessible, convincing and evocative manner, and create a space for dialogue and exchange of ideas between the public and relevant communities. The full term project description is available on the course Wordpress site:
(mascsp2017@wordpress.com).

SCHEDULE

Week 1 (July 31 – August 4)

Mon. Jul 31	Introductions and course overview followed by Alumni Happy Hour **DUE:** [Cosmopolitan Knowledge: Climate Science and Global Civic Epistemology](#) **DUE:** Newspaper article draft 1
Tue. Aug 1	Writing (Judith Garfield)
Wed. Aug 2	Negotiations (Laura Manz)
Thu. Aug 3	Data visualization (Blacki Migliozzi) **ASSIGNED:** find data set(s) you want to explore for your Data Vis Story [due Aug 24]
Fri. Aug 4	Climate Policy Careers (Marilee Bresciani)

Week 2 (August 7 – August 11)

Mon. Aug 7	Skills / Media (Karolina Sobecka) followed by Alumni Happy Hour **DUE:** [Hacking the attention economy](#) **ASSIGNED:** weekly blog post [due Friday of every week of the course, comments on 2 posts due the following Monday]
Tue. Aug 8	Experiential Communication (Karolina Sobecka) **DUE:** [Serious Fun: Scaling Up Community Based Adaptation through experiential learning](#) **ASSIGNED:** during the course observe, identify and characterize stakeholders in climate communication [ongoing]
Wed. Aug 9	Negotiations (Laura Matz) **DUE:** [Secrets of successful business negotiation](#) **DUE:**[Learning negotiation skills will help you succeed](#) **ASSIGNED:** research and reach out to contacts and resources

Thu. Aug 10	Behavioral psychology (Nancy Marlin) **DUE:** <u>Cultural Cognition of Scientific Consensus</u>
Fri. Aug 11	Writing (Judith Garfield) **DUE:** weekly blog post

Week 3 (August 14 – August 18)

Mon-Thu Aug 14-17	Field Trip to Los Angeles/Pasadena California **DUE (Mon Aug 14):** weekly blog comments **DUE (Mon Aug 14):** article draft 2 with quotes **DUE (Sun Aug 20):** Peer Review of anonymous draft 2
Fri. Aug 18	Project Scoping (Marilee Bresciani) **DUE:** weekly blog post **DUE:** complete Meyers-Briggs online **DUE:** <u>Change Capable Leadership</u>

Week 4 (August 21 – August 25)

Mon. Aug 21	Skills / Data (Karolina Sobecka) followed by Alumni Happy Hour **DUE:** weekly blog comments **DUE:** fill out data gathering form **DUE:** <u>Chapter 1, Readings in Information Visualization: Using Vision to Think</u>
Tue. Aug 22	Capstone Project scoping (Marilee Bresciani)
Wed. Aug 23	Behavioral psychology (Nancy Marlin)
Thu. Aug 24	Data visualization (Blacki Migliozzi) **DUE:** bring in the data set(s) you want to work with for Data Vis Story, initial ideas for exploration
Fri. Aug 25	Data visualization (Blacki Migliozzi) **DUE:** weekly blog post **DUE (Sun Aug 27):** article draft final *NOTE due Sunday*

Week 5 (August 28 – September 1)

Mon. Aug 28	Data visualization (Blacki Migliozzi) **DUE:** weekly blog comments **DUE:** Data Vis Story: present in class – pitch your story to the newsroom
Tue. Aug 29	Skills / Video (Karolina Sobecka) followed by Alumni Happy Hour
Wed. Aug 30	Experiential Communication (Karolina Sobecka)
Thu. Aug 31	Science Friday (Yes, it's on Wednesday this week)

Fri, Sep 1	Policy visit to SDG&E (Laura Manz) **DUE:** weekly blog comment

Week 6 (September 4 – September 8)

Mon. Sep 4	*HOLIDAY (No Class)*
Tue. Sep 5	Social Media (Sherry Nouraini) **DUE:** weekly post comments
Wed. Sep 6	Capstone Feedback **DUE:** ideas for your capstone project
Thu. Sep 7	Experiential Communication (Karolina Sobecka) **DUE:** game session with invited stakeholders
Fri. Sep 8	Science Friday **DUE:** weekly blog post

Week 7 (September 11 – September 15)

Mon. Sep 11	Skills / Media (Karolina Sobecka) followed by Alumni Happy Hour **DUE:** weekly blog comments
Tue. Sep 12	Social Media (Sherry Nouraini) **DUE:** Section 1 and pages 88-90 from Social Solutions for Climate Change **DUE:** Audience research on region/organization chosen for joint project. Choose one social networking site, create a plan of outreach.
Wed. Sep 13	Writing (Judith Garfield) **DUE:** draft of Term Project written portion **DUE:** Article final draft
Thu. Sep 14	Term project feedback **DUE:** work-in-progress on Term Project
Fri. Sep 15	Science Friday **DUE:** weekly blog post

Week 8 (September 18 – September 22)

Wed. Sep 20	Joint project presentations

REQUIRED LEARNING MATERIALS

Please make sure you come to class each day prepared with the following:

- **Laptop**, fully charged when possible. There are limited charging outlets in the classroom so please charge your computers during your lunch hour.
- **Google account**. We will be using Google Sheets, Docs, Maps, and Drive.
- **WordPress account**. We will be using this WordPress website for class resources and for posting blogs and assignments.
- Download and install **GIMP**, a free image editing software as an alternative to Photoshop (https://www.gimp.org/)
- **Smartphone**, also fully charged. You will be using your phone as a camera. If you do not own a smartphone, please let us know ahead of time and we will provide an alternative.
    - Download and install the **Adobe Clip** app. The recorded video clips will require space on your phone, so please ensure you have enough by removing unused apps, or by downloading your photos/videos off your phone and onto your computer.
- **YouTube Account**. This will be used for posting videos online.
- Download and install **Davinci resolve 12**. This is a free video editing software. Make sure you download the free version (https://www.blackmagicdesign.com/products/davinciresolve).

COURSE POLICIES

Attendance, class preparation, and participation:

You are required to attend and be prepared for all class meetings. Preparedness includes coming to class on time with all assignments completed. Your participation in class is critical: you are expected to participate in every one of class discussions. Assignments submitted late will only be accepted if there were extreme circumstances that necessitated it, such as a medical emergency. If you absolutely have to miss a class, contact another student to find out what you missed. Absence needs to be communicated via email at least 24 hours ahead. Be mindful that most of the class assignments are conducted in teams, and your absence will impact your partner and the rest of class.

Academic integrity:

The Policy on Integrity of Scholarship reaffirms the University's commitment to integrity: Integrity is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Please note that it is against policy to submit the same paper for credit in more than one course (http://senate.ucsd.edu/manual/appendices/appendix2.pdf). Plagiarism and other academic dishonesty will lower your grade and will be addressed with disciplinary actions.

Phones and laptops:

Out of respect for your instructors and peers, please keep the use of technology during class <u>appropriate, relevant, and meaningful</u>**.** This means no phones or communication devices are to be

answered (texts included) during class time. This also includes the use of email and the web outside of studio assignments.

Assignments:

All homework assignments and assigned readings are due BEFORE class each day, unless stated otherwise. It is your responsibility to reach out to the instructor and/or TA at least 24 hours before an assignment is due should you have any questions. Failure to do this may count as being unprepared for class and affect your overall grade.

Evaluation guidelines:
10% class preparation, reading reflection and contribution to discussion
20% in-class participation
30% assignments
40% final term project

Disability Access:

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please contact Lynn Russell privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information:
858.534.4382
osd@ucsd.edu
http://disabilities.ucsd.edu

Title IX Compliance:

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, ophd@ucsd.edu or http://ophd.ucsd.edu. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, sarc@ucsd.edu or http://care.ucsd.edu or Counseling and Psychological Services (CAPS) at (858) 534-3755 or http://caps.ucsd.edu.

The University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. Should you want to speak to a confidential source you may contact the Counseling Center. Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a Rady student affairs staff member, a department Chair, a faculty member or other University official. These individuals have an obligation to report incidents of sexual violence

and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed. If you find yourself in an uncomfortable situation, ask for help.

INSTRUCTOR INFORMATION

1. **Karolina Sobecka**
   Topic: Experiential Art & Data Visualization
   Contact/Website: ksobecka@ucsd.edu | karolinasobecka.com
   Introduction: Karolina Sobecka is an artist and designer who has been working at the intersection of art, science and technology, examining social arrangements that exploit, resist or accommodate technological change. Sobecka's work has been shown internationally, including at the V&A, The National Art Museum of China, MoMa Film, ZKM, WRO Biennale, Beal Center for Art + Technology, Marfa Dialogues, Science Gallery, Zero1 and ISEA, and has received numerous awards, including from Creative Capital, Rhizome, NYFA, Princess Grace Foundation, Eyebeam, Queens Museum, Vida Art and Artificial Life Awards and Japan Media Arts Festival. Sobecka is the founder of design studio Flightphase and has taught at University of Washington, the School of the Art Institute of Chicago and Rhode Island School of Design.

2. **Judith Garfield**
   Topic: Writing Science for the Public
   Contact/Website: jgarfield@ucsd.edu | http://www.TideLines.org
   Introduction: Freelance science writer-editor Judith works with scientists to help make their written and spoken communications clear, concise, and enthusiastically accepted by publishing entities. She is also an environmental communicator, having written (and underwater photographed) two field guides on La Jolla's underwater park. Judith also writes a fun monthly newspaper column that informs readers about topics pertaining to the ocean world.

3. **Marilee Bresciani**
   Topic: Project Scoping
   Contact/Website: mbrescia@mail.sdsu.edu | https://tinyurl.com/y9yrk2t7
   Introduction: Marilee Bresciani Ludvik, Ph.D. serves as Professor of Postsecondary Educational Leadership at San Diego State University, where she coordinates the mindfulness-based integrative inquiry program. Marilee previously served as the Assistant Vice President for Institutional Assessment at Texas A&M University and the Coordinator of Undergraduate Assessment at North Carolina State University. Marilee's previous research has focused on effective and holistic ways to evaluate student learning and development.

4. **Nancy Marlin**
   Topic: Behavioral Psychology
   Contact: nmarlin@mail.sdsu.edu
   Introduction: Nancy A. Marlin is a Professor of Psychology and Provost Emerita of San Diego State University. She previously held administrative and faculty positions at the University of Missouri and the University of Northern Iowa. She holds a Ph.D. in experimental psychology from The City University of New York. She has been awarded an

Honorary Master's of Business Administration Degree from the *Universidad de Valparaíso* (Chile), and an Honorary Doctor of Laws Degree from California Western School of Law.

5. **Laura Manz**
   Topic: Policy and Negotiations
   Contact/Website: ljmanzconsulting@gmail.com | http://www.ljmanzconsulting.com
   Introduction: Laura Manz is a nationally recognized leader with over 30 years of experience in the energy industry. Laura has worked extensively in electric transmission, wholesale restructuring and distributed energy resources, with a demonstrated ability to solve complex issues and implement strategic initiatives. Her broad range of accomplishments includes designing and implementing power exchanges and wholesale electricity markets, implementing innovative transmission planning and renewable energy initiatives, implementing customer-based distributed energy solutions in retail choice, demand response and smart grids, including microgrids.

6. **Blacki Migliozzi**
   Topic: Data Visualization
   Contact: blacki@gmail.com
   Introduction: Blacki Migliozzi is a data visualization developer for Bloomberg Graphics. He has a background in HCI, discrete math and nano-materials, and previously worked designing and prototyping small-scale agricultural technologies. He is currently investigating the intersection of biotech and agrarian practices.

7. **Sherry Nouraini**
   Topic: Social Media
   Contact/Website: snouraini@captivetouch.com | http://www.socialforclimate.com
   Introduction: Sherry Nouraini, PhD is a Social Media Strategist, Marketing Instructor, lecturer, and Climate Change Communicator who lives in Southern California. Her rigorous scientific training and experience in marketing makes her uniquely qualified for data-driven and strategic communication, which she offers through her marketing business Captive Touch, and also by teaching Marketing via Social Media within the University of California system. In preparation for developing a curriculum and teaching social media for climate science and policy at the Scripps Institution of Oceanography, Sherry spent countless research hours reviewing how scientists and activists use social media for outreach. She saw no sign of effectiveness in their efforts. Additional research and observations in conversations around the topic of climate change in the blogosphere and social media confirmed her suspicions, and ignited her desire to be part of the solution in her own way. Social Solutions for Climate Change is her contribution to further the cause of climate change communication and mitigation.