



Department of Human Ecology
School of Environmental & Biological Sciences
Introduction to Sustainability
11:374:299:01
Spring 2023

PRELIMINARY SYLLABUS
(WILL BE UPDATED OVER THE COURSE OF
THE SEMESTER)

Professor: Dr. Jack L. Harris
Teaching Assistant: Kristine Maassen
Class Time: T/F 10:20-11:40AM
Class Location: Lucy Stone Hall (LSH) B-115
Credits: 3 credits
Course Website: [Canvas: https://rutgers.instructure.com/courses/243370](https://rutgers.instructure.com/courses/243370)

Email: Jack.L.Harris@Rutgers.edu
kmm727@scarletmail.rutgers.edu

Student Office Hours: Dr. Harris Thursdays from 12pm-1pm in Cook Office Building, 2nd Floor
Room 210 and by appointment on Zoom.

Kristine Maasen: Wednesdays from 3:30pm-4:30pm, _____
For Livingston Campus Appointments, please email, these are by
appointment only.

COURSE DESCRIPTION

You see the word Sustainability attached to so many things, but what does it really mean? Are bamboo socks really important? Will electric cars save the world from climate change? What makes development sustainable? How do you measure success in sustainability? Given the long term risk of climate change, what management actions provide the most benefit and why aren't we already doing them?

Can people, communities, societies, and organizations live more sustainably? Is your hometown sustainable and resilient? Your High School? Rutgers?

We will explore the foundations of sustainability using the frameworks of science, society, politics, economics, technology, communication, organizations, and business. Two key areas of exploration this semester will be the emerging NJ Offshore Wind industry (and controversy) and sustainable food systems

in highly urbanized areas like NJ and the Mid-Atlantic. We will place these areas of exploration within the context of the U.N. Sustainability Goals (SDGS) and examine other models and paths to sustainability as well.

Assigned “readings” will include various media (e.g., podcasts, news stories, op-eds, YouTube videos), as well as traditional book chapters and academic articles. These media will serve simultaneously as sources of course content and objects of analysis.

The course is designed to be interactive and collaborative. Students will share and contribute ideas through class discussion, small-group activities, and presentations.

LEARNING OBJECTIVES

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

1. Integrate the meaning of sustainability in your life and your values
2. Evaluate perspectives on sustainability regarding environmental, economic, and social considerations
3. Use metrics for measuring components of sustainability
4. Define sustainability within various economic sectors
5. Explain sustainability actions at the local, state, country, and global scales

Progress toward learning goals will be assessed as follows:

1. Integrate the meaning of sustainability in your life and your values (student presentations)
2. Evaluate perspectives on sustainability regarding environmental, economic, and social considerations (midterm and final, written assignments)
3. Use metrics for measuring components of sustainability (written assignments)
4. Define sustainability within various economic sectors (written assignments and presentations)
5. Explain sustainability actions at the local, state, country, and global scales (presentations, assignments, midterm and final)

CANVAS COURSE MANAGEMENT SYSTEM

I will be using Canvas (<http://canvas.rutgers.edu>) to post course materials, including the syllabus, readings, lecture slides, assignment descriptions, and other resources. You will also submit all assignments online using Canvas. You will need your Rutgers NetID username and password to log into the Canvas site.

Students having login or other Canvas technical problems should contact the **Rutgers OIT Help Desk** by phone at 833-OIT-HELP, by email at help@oit.rutgers.edu, or visit <https://it.rutgers.edu/help-support>. In addition, **SC&I IT Services** offers help with a variety of technology-related issues, tel: 848-932-5555 or email help@comminfo.rutgers.edu.

READINGS

There is no required textbook for this course. Readings will be drawn from academic journals, book chapters, and media, and will be posted on Canvas, organized in modules by date. Readings will be posted in PDF format or as a hyperlink. Although you are not required to bring copies of the readings with you to class, you may find this useful.

The bulk of your “homework” for class consists of completing the assigned readings and coming to class prepared to discuss the material. You should plan to spend approximately ___ hours doing the readings for each class. Ultimately, you will get the most out of this class if you keep up with the readings, engage thoughtfully with the course material, and make informed contributions to class discussion.

METHODS OF ASSESSMENT AND GRADING

All written assignments are listed in the course schedule. Submission of written assignments is via Sakai unless instructed otherwise. Students are responsible for monitoring Sakai and their Rutgers emails, and for completing their work with academic integrity. Students are responsible for keeping track of deadlines and for submitting their work on time.

<u>Grading</u>	
Course Engagement	25%
Written Assignments	50%
Midterm Exam	10%
Final Exam	15%

Course Engagement (Class Participation) (25%)

We are going to spend a lot of time this semester working through questions together in class. Your active participation in these activities not only supports your learning, but also the learning of your classmates. In addition to participation in class activities/discussions, this portion of your grade also includes presentations and forum participation, both digital and in-class. I do not grade attendance, though I do track it over the course of the semester. Remember, it is very difficult to participate in class if you do not attend.

I understand that emergencies and unforeseen circumstances may arise throughout the semester. Assuming that you are generally an engaged participant in class, one or two missed classes during the semester should not adversely affect your grade. Please do NOT come to class if you are feeling ill and/or are isolating due to Covid – you can email me, and I will excuse your absence; I do not need a doctor’s note. If you miss class, it is your responsibility to keep up with the readings and assignments and get notes from a classmate. If you are unable to attend class for an extended period (i.e., longer than one week), please email or talk to me about the situation. For extended absences, you also should

contact a dean of students to help verify your circumstances.

It is University policy to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Absences for reasons of religious obligation shall not be counted for purposes of reporting or course engagement.

Written Assignments (50%)

There are multiple written assignments throughout the semester, typically on a bi-weekly or weekly basis. Each assignment will be fully explained in class at least one week before they are due. Standard expectations of collegiate writing apply. The Rutgers Learning Center provides writing support if you are struggling with writing and composition or just want to improve your skills.

<https://learningcenters.rutgers.edu/student-services/writing-tutoring>

These assignments are short, which means that you should make every sentence count! All assignments are due by 5pm on the Monday after they are assigned. Students should not use Artificial Intelligence (AI) programs unless specifically instructed by the instructor as part of a specific assignment.

5pt assignments: 3 paragraphs

10pt assignments: 2-3 pages, double-spaced; Cite 3 references – no Wikipedia or similar sources; videos do count. From time to time the professor may ask you to discuss your references in class.

25 point assignment (1 assignment) The Hometown Sustainability Project due at the end of the semester asks you to apply principles and knowledge gained in this course to problems of sustainability in your own town. Details of the assignment will be posted on Canvas.

Submitting assignments: Please submit papers to Canvas Assignments as a Word (.doc or .docx) document. Do not email me your papers, unless you are having technical difficulties with Canvas. If you do not have access to Word, you may submit a PDF. Save your document as LastName_AssignmentName (e.g., Smith_WritingAssignment1.docx). Papers should be double-spaced, using a readable 11 or 12-point font (e.g., Times New Roman), and 1-inch margins. Citations and references should be formatted according to APA (American Psychological Association) 7th edition guidelines. Papers should include a heading with your name, assignment title, and date. No cover page is necessary.

Late assignments and extenuating circumstances: Unless otherwise noted, all assignments are due at the time and date listed in the syllabus and/or on Canvas. However, if you are dealing with challenging circumstances and are unable to complete work on time, please let me know before the due date so that we can work out an alternative deadline. Otherwise, late work will typically result in a 4-point deduction for each day it is late; after 72 hours, you will receive a zero for that assignment. These late policies are intended to keep you on track, but I will be flexible if you let me know you are struggling.

Grading policies: Assignments will typically be graded within one to two weeks of the due

date. Grades will be posted to the Canvas Gradebook. There are no re-submissions of papers or other assignments after the initial grading. If you have questions about your grade, please email me within one week of receiving the grade for the assignment.

Seeking assistance: Students are encouraged to drop by my office hours or meet with me by appointment to discuss any questions or concerns pertaining to the course, readings, assignments, etc. Students should not hesitate to seek continuing assistance throughout the semester. If you can't make my student office hours (Thursdays 12pm-1pm), feel free to email me jack.l.harris@rutgers.edu to schedule an appointment in-person or on Zoom. If you email me with a question pertaining to class, you can generally expect a reply within 24-48 hours; however, I ask that you reserve email for questions that will require only a brief response from me (a couple of sentences, maximum); if you have a more involved question or concern, please come to office hours, or schedule an appointment.

Over the course of the semester, you may be dealing with myriad challenges. Your health and well-being should always take priority! If you are having trouble keeping up with class, **please reach out** so that we can figure out accommodations for you. You do not owe me any personal information about your situation – it's enough to just let me know that you are struggling. However, you are always welcome to talk to me about things that you are going through. If I can't help, I will do my best to point you toward someone who can.

Midterm Exam (10%)

Tuesday, October 3rd, In-class 10:20am-11:40am, Lucy Stone Hall B-115.

Final Exam (15%) [The Final Exam will be cumulative]

Friday, December 15th 8am - 11am, Lucy Stone Hall B-115.

Extra credit

Opportunities may arise where extra credit will be granted for attendance at events outside of our class that have a connection to this class.

A	90-100%	Excellent
B+	86-89%	Very good
B	80-85%	Good
C+	76-79%	Satisfactory
C	70-75%	Fair
D	60-69%	Minimum passing grade
F	<60%	Fail

COURSE SCHEDULE

The following is a “working schedule.” While we will likely stick fairly closely to the syllabus, readings and other assignments are subject to change based on the interests, understanding, and general pace of the class. It is your responsibility to keep on top of any schedule changes, whether you are in class or not.

**Readings and assignments are subject to change.
All changes will be posted and announced via Canvas.**

Week	Date	Topic	Readings	Assignments
Part I: Introducing Sustainability				
1	Sept. 5 (T)	Introduction & Course Overview <i>What is Sustainability?</i>	Syllabus	Read and Review Syllabus by End of the Week
2	Sept. 8 (F)	No-Class; Assignment 1 Individual Campus Sustainability Tour & Write-ups <i>Sustainability Close to Home</i>	No Reading Due	Individual Campus Sustainability Tours and Write-up. Syllabus Quiz Due by 6pm
	Sept. 12 (T)	Rutgers Climate Action	Rutgers Climate Action Plan: https://climateaction.rutgers.edu/resources/climate-action-plan	Write-ups on individual Sustainability Tours due by 6pm. We will discuss these in class or online via Canvas. Respond to Questions associated with the video lecture.
Part II: Frameworks and Foundations				
3	Sept. 15 (F)	The UN SDGs	The UN SDGs: https://sdgs.un.org/#goal_section	To be Assigned
	Sept. 19 (T)	Just Transitions & Just Capital	https://climatejusticealliance.org/just-transition/ https://www.ilo.org/global/topics/just-transitions/lang--en/index.htm	To be Assigned

			<p>ics/green-jobs/WCMS_824102/lang--en/index.htm#:~:text=A%20Just%20Transition%20means%20greening, and%20leaving%20no%20one%20behind.</p> <p>https://justcapital.com/</p>	
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4	Sept 22 (F)	Strong Towns	<p>https://www.strongtowns.org/</p>	To be Assigned
	Sept 26 (T)	The Circular Economy	<p>UNDP: What is Circular Economy and Why does it Matter? https://climatepromise.undp.org/news-and-stories/what-is-circular-economy-and-how-it-helps-fight-climate-change</p> <p>European Parliament: The Circular Economy: definition, importance, benefits https://www.europarl.europa.eu/news/en/headlines/economy/20151201STO05603/circular-economy-definition-importance-and-benefits#:~:text=The%20circular%20economy%20is%20a,reducing%20waste%20to%20a%20minimum.</p> <p>Harvard Business Review (2021): The Circular Business Model: https://hbr.org/2021/07/the-circular-business-model</p>	To be Assigned

5	Sept 29 (F)	Doughnut Economics	Kate Raworth: Doughnut Economics: How to Think like a 21 st Century Economy https://www.youtube.com/watch?v=TQCuBGTHwFo	To be Assigned
	Oct. 3 (T)	Midterm	Midterm	Midterm

Part III: Elements of Life and Society

6	Oct. 6 (F)	Planetary Boundaries	2018: A Good Life for all within Planetary Boundaries (PDF/Links on Canvas) 2010: Planetary Boundaries: Exploring a Safe Operating Space for Humanity (PDF/Links on Canvas)	To be Assigned
	Oct. 10 (T)	Water	To be Assigned (Move to October 27 th for the Dan Van Abs talk)	To be Assigned

7	Oct 13 (F)	Land	To be Assigned	To be Assigned
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	Oct. 17 (T)	Air	To be Assigned	To be Assigned
8	Oct. 20 (F)	Waste & Recycling	To be Assigned	
	Oct. 24 (T)	Coasts and Islands	To be Assigned	To be Assigned
9	Oct. 27 (F)	Farms and Food Systems	To be Assigned <i>Dan Van Lecture on Water & Watersheds</i>	To be Assigned
	Oct. 31 (T)	Cities	2016: Reconsidering the Geddesian Concepts of Community and Space through the Paradigm of Smart Cities Circular Cities: thriving, livable, resilient: https://ellenmacarthurfoundation.org/topics/cities/overview	To be Assigned

Part IV: Community, Society, and Organizations

10	Nov. 3 (F)	Common Pool Resources	<i>Kristine Massen</i>	To be Assigned
	Nov. 7 (T)	Sustainability in Communities I		To be Assigned
11	Nov. 10 (F)	Sustainability in Communities II --- The great rewilding vs. repeopling debate	The Question of Community and “Rewilding” (Jan 31, 2023; Alastair McIntosh) https://bellacaledonia.org.uk/2023/01/31/the-question-of-community-and-rewilding/ Links to an external site.	To be Assigned

		<p>Highlands Rewilding: governance and land colonialism (Jan 26, 2023, Jeremy Leggett)</p> <p>https://www.highlandsrewilding.co.uk/blog/highlands-rewilding-governance-and-land-colonialismLinks to an external site.</p> <p>Bloomberg (September 28 2023, Natasha White): Investor's Uphill Battle to Turn Rewilding Into a Multi-Billion Dollar Industry</p> <p>https://www.bloomberg.com/news/features/2023-09-28/scotland-rewilding-project-looks-for-the-money-in-biodiversityLinks to an external site.</p>	
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	Nov. 14 (T)	Sustainability and Well-Being at Community and Global Levels	<p>Amy Tuininga from Montclair State ISS to talk about PSEG& Green Team Internships</p> <p>2021: Communities on a Threshold: Climate Action and Wellbeing Potentialities in Scotland</p> <p>1998: Keyes, Social Wellbeing</p>	To be Assigned
Part V: Regroup, Catch-Up, Work on Your Final Projects				

12	Nov. 17 (F)	No Class --- NCA	No Class --- NCA	No Class --- NCA
	Nov. 21 (T)	No Class --- Thanksgiving Week	No Class --- Thanksgiving Week	No Class --- Thanksgiving Week
13	Nov. 24 (F)	No Class --- Thanksgiving Week	No Class --- Thanksgiving Week	No Class --- Thanksgiving Week
	Nov. 28 (T)	Report Back on Final Hometown Sustainability Projects; Workshop & Peer Review Projects	Report Back on Final Projects	Report Back on Final Projects (Written & Oral Briefing)
14	Dec. 1 (F)	Project Presentations	Workshop/Peer Review Final Projects in Class	Workshop/Peer Review Final Projects in Class
	Dec. 5 (T)	Project presentations		
15	Dec. 8. (F)	Sustainability Futures in NJ	NJDEP Commissioner Shawn LaTourette to Speak in Class	
	Dec. 12 (T)	Class Wrap-up & Final Exam Review	Class Wrap-up & Final Exam Review	Class Wrap-up & Final Exam Review
16	Dec. 15 (F)	Final Exam 8am-11:00am Lucy Stone Hall (LSH) B-115		

ACADEMIC INTEGRITY

Academic integrity means, among other things, that you:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

The consequences of scholastic dishonesty are very serious. You can find Rutgers' academic integrity policy at <http://academicintegrity.rutgers.edu/>.

Please feel free to ask for clarification if you are at the least bit unsure about whether something fulfills (or violates) the principles of academic integrity, or if you have questions about the academic integrity policy as it relates to assignments for this course.

Diversity, Equity, and Inclusion

It is our intention that students of all backgrounds will be well served by this course. We will work to create an environment of inclusion which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. We are lucky to have a diverse university. Diverse voices and life experiences enhance the learning process and we welcome students to share their personal experiences. We will not tolerate disrespectful language or behavior against any individual or group. If you feel as though you have been disrespected or treated unfairly by the instructors or any other individual please let us know. You may speak with the instructors in person, over email or report anonymously via the Office of Academic Programs. In addition, you may also report bias to the Rutgers Diversity and Inclusion initiative using this link: <http://inclusion.rutgers.edu/report-bias-incident/>.

COPYRIGHT NOTICE

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's [Academic Integrity Policy](#). Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so.

SERVING STUDENTS WITH DISABILITIES

Students with documented disabilities who need accommodations in this class must do so through the [Rutgers Disabilities Services Office](https://ods.rutgers.edu/) (<https://ods.rutgers.edu/>). You can also speak with a SC&I adviser about your disability by [contacting the Office of Student Services](#) by phone 848-932-7550 or email undergrad@comminfo.rutgers.edu.

ADDITIONAL RESOURCES

Students are expected to become aware of university policies and services that will help them succeed in their academic work. You are responsible for following the guidelines specified in the university's academic integrity policy, procuring information literacy skills needed to succeed in academics, seeking advice when needed, and taking advantage of support services.

Students seeking help with academic advisement or class registration should contact the [SC&I Student Services Office](#) in Room 214 of the SC&I Building or call 848-932-7500, 1 or email undergrad@comminfo.rutgers.edu.

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check <http://rlc.rutgers.edu/>. Rutgers also has a [Writing Coaching Program](#) (<https://rlc.rutgers.edu/student-services/writing-coaching>) where students can get online help with writing skills and assignments.

The RU Libraries offer scholarly resources from databases, indexes, and study guides to assist students with their academic coursework and research, as well as diverse library services and tools available to students. The Library website is located at <http://www.libraries.rutgers.edu>.

STUDENT WELLNESS SERVICES

[Counseling, ADAP & Psychiatric Services \(CAPS\)](#) (<http://rhscaps.rutgers.edu/>)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

[Violence Prevention & Victim Assistance \(VPVA\)](#) (<http://vpva.rutgers.edu>)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

[Disability Services \(ODS\) \(https://ods.rutgers.edu\)](https://ods.rutgers.edu)

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

[Scarlet Listeners \(http://www.scarletlisteners.com\)](http://www.scarletlisteners.com)

(732) 247-5555

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

RUTGERS CLIMATE INSTITUTE

The Rutgers Climate Institute (<https://climatechange.rutgers.edu/>) is a university-wide effort to address climate change through research, education, and outreach. Each semester, they sponsor speaking events related to various climate change topics. See their website for upcoming event information and other helpful resources (e.g., job opportunities). You also can sign up for their email list here: <https://climatechange.rutgers.edu/keep-in-touch/mailing-list-social-media>

ABOUT THE PROFESSOR

Dr. Jack L. Harris (he/him) is an assistant teaching professor in sustainability and program director of the sustainability minor in the Department of Human Ecology within the School of Environmental and Biological Sciences. He teaches courses in sustainability, resilience, and disaster with an emphasis on community and organizational responses to complex environmental change. Jack received his B.A. in History at Rutgers and his master's and PhD in Communication at Rutgers in the School of Communication and Information Studies. While at Rutgers Jack was both an undergraduate associate and graduate fellow at Rutgers Eagleton Institute of Politics. He has taught corporate social responsibility & social impact and organizational theory courses at the University of Illinois, strategic and organizational communication, including courses on disasters, at SUNY New Paltz, and ran research projects at Northwestern's Network for Nonprofit and Social Impact where he also taught a masters course on nonprofit leadership and the core PhD course on research responsibility & ethics in the School of Communication.

His research crosses the areas of Disaster, Resilience, and Sustainability. Dr. Harris published a book on long-term recovery after disaster last year. *Hyperlocal Organizing: Collaborating for Recovery over Time* explores the broad multi-level interorganizational landscapes needed to solve problems of long-term recovery after disaster. His current research program seeks to understand the institutional framework of sustainability in communities and organizations and the ways in which sustainability contributes to economic and social well-being.

CLIMATE MEDIA RESOURCES

(From Dr. Lauren Feldman, Rutgers SC&I)

Listed below (in alphabetical order) is a sample of news sites, podcasts, and other media resources that specialize in climate change or related science/environmental topics.

- [Center for Climate Change Communication](#), George Mason University (check out Programs->Reports for analyses of public opinion on climate change)
- [Climate Access](#) (non-profit org focused on building public engagement with climate change)
- [Climate Central](#) (non-profit organization that conducts scientific research and multimedia reporting on climate change)
- [Climate Feedback](#) (a network of scientists that annotates and reviews climate change media coverage)
- [Climate Town](#) (YouTube channel from climate comedian and activist Robbie Williams)
- [Covering Climate Now](#) (initiative of the Columbia Journalism Review designed to help news outlets cover climate change)
- [The Daily Climate](#) (aggregator of climate change news)
- [Ensia](#) (environmental magazine from the University of Minnesota)
- [Global Weirding with Katharine Hayhoe](#) (on YouTube)
- [Grist](#) (environmental news and commentary)
- The Guardian's [Climate Crisis](#) section
- [Heated](#) (newsletter by journalist Emily Atkin focused on accountability journalism for the climate crisis)
- [InsideClimate News](#) (Pulitzer-prize winning news site that covers energy issues and environmental science)
- [Mother Jones'](#) environment page
- The New York Times' [Climate and Environment](#) section
- [Pew Research Center – Climate, Energy & Environment](#) (public opinion research related to science, including climate change)
- [Planet A](#) (YouTube channel from German broadcaster Deutsche Welle that puts out explainer videos on climate problems and solutions)
- Reddit communities: [/r/environment](#) (1.4m members), [/r/climate](#) (148k members), [/r/climatechange](#) (62k members), [/r/ClimateActionPlan](#) (83k members)
- [Society of Environmental Journalists](#) (check out the "Headlines" tab for a stream of environmental news, and the SEJ awards for environmental reporting (under Initiatives) for examples of great environmental journalism)
- [Undark](#) (non-profit, independent digital magazine exploring intersection of science and society, includes some climate coverage)
- Washington Post's [Climate](#) section
- [Yale Climate Connections](#)
- [Yale Environment 360](#) (blog published by the Yale School of Forestry & Environmental Studies)
- [Yale Project on Climate Change Communication](#)

- Podcasts: Drilled, Hot Take, How to Save a Planet, A Matter of Degrees, Mothers of Invention, Volts
- Interesting folks to follow on social media:
 - Journalists/Writers: Emily Atkin, Mary Heglar, Eric Holthaus, Kendra Pierre-Louis, David Roberts, David Wallace Wells
 - Activists: Xiye Bastida, Kristy Drutman, Naomi Klein, Bill McKibben, Varshini Prakash, Leah Thomas, Greta Thunberg, Alexandra Villasenor, Alaina Wood (aka Garbage Queen), Rhiana Gunn-Wright
 - Researchers/Academics/Scientists: Dana Fisher, Katharine Hayhoe, Ayana Elizabeth Johnson, Michael Mann, Leah Stokes