



## **United Nations Sustainable Development Goals Open Pedagogy Fellowship**

### **Historically Marginalized Groups in Two Countries Addressing Climate Change**

Dr. Anne Browning-Aiken, Ph.D., Pima Community College (Arizona)

Peter Becskehazy, M.A., Pima Community College (Arizona)

Dr. Ann M. MacLellan, Community College of Baltimore County (Maryland)

2021-2022

#### **Introduction:**

You are a part of a collegewide effort to increase access to education and empower students through "open pedagogy." Open pedagogy is a "free access" educational practice that places you - the student - at the center of your own learning process in a more engaging, collaborative learning environment. The ultimate purpose of this effort is to achieve greater social justice in our community in which the work can be freely shared with the broader community. This is a renewable assignment that is designed to enable you to become an agent of change in your community through the framework of the United Nations Sustainable Development Goals (SDGs). For this work, you will integrate the disciplines of Anthropology, Political Science, and Sociology to achieve SDG #16: Peace, Justice and Strong Institutions with a focus on Institutional Frameworks and international cooperation for Sustainable Development, Violence Against children, and National Sustainable Development Strategies (NSDS).

#### **Learning Objectives:**

Understand differences between two or more countries regarding how historically marginalized groups can take advantage of national and international institutions to contribute to climate change mitigation.

Indigenous or marginalized groups often face the most serious consequences of climate change such as soil or water degradation.

- Do these historically marginalized people have access to reliable climate information? How do climate related institutions reach out to them?
- What opportunities do they have to participate with civil/NGO organizations in identifying ways to locally mitigate climate changes?
- Can they interpret information to formulate realistic mitigation goals with the various institutional levels?

### **Purpose/Rationale:**

This active learning practice is designed to increase your academic skills, increase community connections, and improve social justice for our community.

- Provide credible, science-based climate change education resources
- Educate students about climate change
- Provide success stories about what students and others are doing to help protect and conserve natural resources to encourage schools and classrooms to learn outside and take action
- Increase participation in and understanding of citizen science programs related to climate change mitigation so that students learn the importance of being a good steward
- Share information about what the partner agencies are doing to address climate change
- Understand the role of citizens, public land management agencies, and non-governmental organizations in protecting and conserving natural resources.
- Understand cultural, historical, political, and economic differences between two or more countries regarding how historically marginalized groups can take advantage of national and international institutions to contribute to climate change mitigation.

### **Instructions:**

Chose two different marginalized groups in two different cultures. Identify their major climate challenges and the potential causes of these problems. What potential ties have these groups already developed with government and non-government institutions, and what else might they do to strengthen their power to influence decision makers? What might each marginalized group learn from the other about local climate change mitigation? Identify an historically marginalized group in the US and one in another country and investigate how the two historically marginalized groups address climate change.

- Within the field of comparative politics you will understand how the country's history, regime, political institutions, political culture, and political economy contribute to its potential to address climate change challenges.
- You will compare the potential for the two groups to use conflict mediation and contemplative meditation to address climate change conflicts..
- You investigate how both a governmental agencies and a leading non-governmental environmental agency in the U.S. and in another country support historically marginalized groups confront climate change challenges.

You will learn how to conduct academic research to complete the assignment and to avoid plagiarism

You will learn how to distinguish reliable sources of information from less reliable sources on the internet by using Academic Search Premier, eHRAF, Gale in Context: Global Issues, and Gale OneFile: Communications & Mass Media.

You will also examine the country through the lenses of anthropology and ethnography. What are its symbols, myths, rituals and rhetoric about climate changes? You will learn how to conduct ethnographic interviews with climate scientists and with an historically marginalized group.

**Format Requirements:**

You will produce a comparative MLA formatted research paper of 6-10 pages, double spaced and film a 5 minute production of the results of this research for the class to view for 25 points.

You will also serve 20 hours of learning (volunteer work) with an agency that helps community groups with climate change adaptations and write a reflective paper about that agency's efforts.

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