

CLIMATE PRAXIS

Teaching and Studying Climate Change from an Interdisciplinary Perspective

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Outline

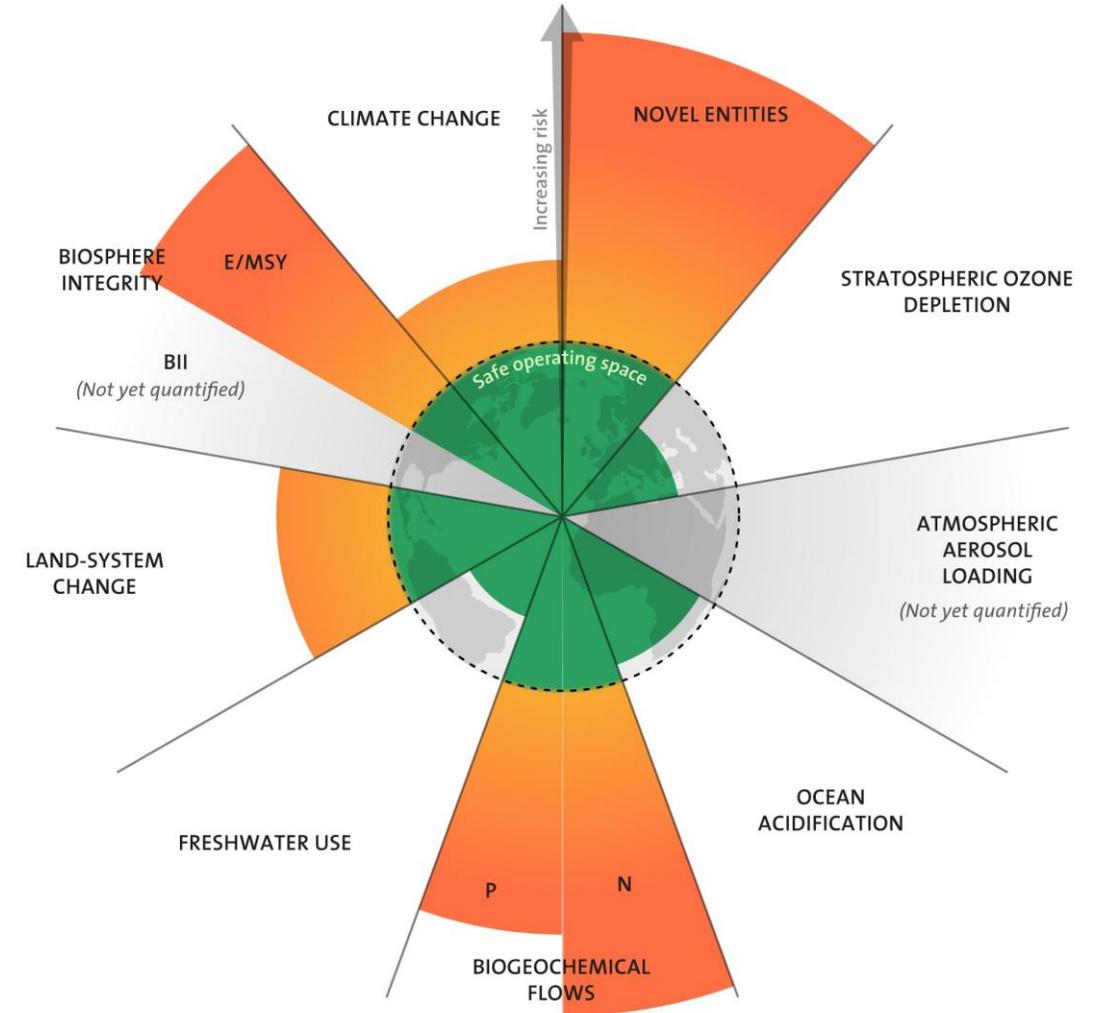
- An overview of the project
- Single disciplinary vs. interdisciplinary focus
- Interdisciplinary climate pedagogy
- How to develop an interdisciplinary climate pedagogy?
- How to develop an interdisciplinary platform for knowledge sharing, teaching, and research?
- Website development:
- Student projects

An overview of the project

- Climate change is an existential threat and requires an interdisciplinary approach to **study and address** it.
- Teaching and research are important ways to inform our current and future policymakers (i.e., our students).
- But much of climate change pedagogy and research is done in silos using a single-disciplinary approach.
- Given the current situation, I feel the need to develop
 - an interdisciplinary climate change pedagogy and
 - a research, teaching, and knowledge-sharing platform.

Single disciplinary vs. interdisciplinary focus

- The single-disciplinary focus is on climate warming due to CO₂ and other GHG emissions, as in [Paris Agreement](#).
- A reduction in CO₂ emissions is not the whole issue of sustainability: We need to [slowdown natural resource depletion](#), plastic pollution, deforestation, urbanization.



Stockholm Resilience Center's [Planetary Boundaries framework](#)

An interdisciplinary climate pedagogy

- We need an interdisciplinary perspective with an emphasis on “praxis” – understanding the problem and acting to solve it.
- As defined by Paulo Freire more than half a century ago (in *Pedagogy of the Oppressed*, 1970),
 - praxis is a combination of action and reflection to facilitate the analysis of a problem and a remedial action to address it.
- Freire observed that the whole education system was one of the major instruments to maintain the “culture of silence.”
- An interdisciplinary pedagogy can break the culture of silence.

How to develop?

- ISF is one of the few interdisciplinary programs at UCB that allow undergrads to choose their own courses of study and write a senior thesis based on original research.
- Most ISF courses have some direct or indirect components of climate change and sustainable development.
- I teach courses like Health and Development, Special Topics in Interdisciplinary Studies, and Supervised Independent Study and Research for Upper Division Majors.
- As part of Health and Development, students have completed individual website projects with a policy brief on issues like:
 - [Climate and health crisis](#)
 - [Global wheat crisis](#)
 - [Food insecurity](#)
 - [Environmental health](#)

How to develop?...

- I will teach [Climate Change from an Interdisciplinary Perspective](#) in spring 2023.
- Some of the ideas gathered – guest speakers, developing a core website as a knowledge-sharing platform, connecting with [SURG](#) and the Chancellor's Advisory Committee on Sustainability ([CACS](#)).
- Applied for the 2022 [Collegium grant to link teaching with research](#).
- As part of Supervised Independent Study and Research, seven SURG members worked on wildfires and published two papers.
- We are currently working on the third paper on [Climate Change and Covid-19](#) and will present it in the coming ASA annual conference in Los Angeles.