



COURSE SYLLABUS

Global Environmental Change and Human Response

Synchronous Zoom Lecture Times: Tuesdays and Wednesdays 10:30 to 11:20

Drop-in Office Hours: Fridays, 10:30 to 11:20 or by appointment (carodenuto@uvic.ca)

Zoom link for lectures and office hours: <https://uvic.zoom.us/j/91715718895>

COURSE DESCRIPTION AND RATIONALE

The world's ecosystems are highly dynamic, and the rate of change both affects, and is affected by, the activities of humans. This course will examine large-scale patterns and trends that demonstrate the types of changes occurring in the global environment, and how humans respond to those changes in different regions of the world. This course focuses on the causes of global environmental change, the present and expected impacts on natural and social systems, and response strategies that have been proposed or enacted. Key themes include climate change, agriculture and land use change, global value chains and food systems, and sustainable development. Particular emphasis will be placed on climate change, and various proposals for adaptation and mitigation. The science and political responses are evolving quickly, so along with the core text, assigned readings will include scientific reports by organizations such as the Intergovernmental Panel on Climate Change (IPCC), international environmental treaties, and policy documents from governments and non-governmental organizations (NGOs).

This course has been designed with the idea in mind that it will be important – regardless of where you live in the world – that you understand the ecological, social, cultural, and economic changes that will surround you in the coming decades. The course will focus especially on the global nature of environmental issues, and the how the choices of individuals, cities, and countries can have important implications on environmental sustainability and social justice in far-away places. We will look at how global actors are responding to these issues by providing finance, technology, and capacity building.

This course does not have any prerequisites besides 2nd year standing and is open to students from all disciplines, although some of you may have chosen this course as an elective for the Human Dimensions of Climate Change (HDCC) minor or certificate. We will have a diversity of backgrounds and students will have different levels of familiarity with key concepts covered in this class. Therefore, I kindly request your patience if you are already familiar with a particular issue. In a similar sense, you may need to spend time doing additional readings or study if you are having difficulty with certain topics.

A bit about myself: I joined the Department of Geography in 2018 as Assistant Professor responsible for both teaching and research. My research interests include climate policy implementation, especially in the Global South, where the adverse impacts of climate change are often felt the most. Before joining UVic Faculty, I worked internationally as a consultant in over a dozen countries in Africa, South America and the Pacific. In this previous role, I supported developing country governments, donors (e.g. World Bank, German Development Agency), civil society, and the private sector to jointly develop viable solutions to climate change that fit the specific context. I look forward to sharing these experiences with you and am happy to discuss career options both inside and outside academia. Please find more

information about me and my research at my website: sophiacarodenuto.com.

REQUIRED TEXT (available at UVic Bookstore or online in e-book format; you may also find a used copy in one of the campus bookstores since this book has been used previously for this course)

Burch, S.L., and Harris, S.E. (2014). Understanding climate change: science, policy, and practice. Toronto: University of Toronto Press.

A list of supplemental reading and texts will be posted on the Bright Space site.

CLASS ORGANIZATION

Weekly Lectures: Synchronous zoom lectures will be held each week on Tuesdays and Wednesdays from 11:30 to 12:50. You must attend these lectures unless you have a legitimate excuse. Please email me immediately if you are unable to attend these lectures. **During these weekly lecture periods, students are expected to come prepared and to engage fully, asking questions and joining the discussion.**

Note that all zoom lectures will be recorded and if necessary, they will be posted to Bright Space, but these are no substitute for attendance. Classes are designed to help you understand the complex materials, cases and literature we will cover, and they are an important part of your learning experience. They will also contain important guidance on the assignments.

For the lectures, **you will need to log in using your netlink ID and password**. Please make sure that you have activated and signed in to your UVic Zoom account **before** entering the session below. Here are instructions for preparing for the zoom lectures:

1. Go to uvic.zoom.us and sign in to activate your account.
2. [Try a test call](#) (cl to work out any technical difficulties well before class time)
3. Complete the Zoom Student Orientation Guide to get started with using Zoom.

INTENDED LEARNING OUTCOMES

By the end of this course, you should be able to:

- Understand the science underlying biophysical and human dimensions of global environmental change and to explain and create strategies to mitigate and/or adapt to these changes.
- Identify, examine and analyze key scientific debates about climate change and understand the various actor groups, values, and interests that shape global responses to climate change.
- Explain different ecological, economic, and social impacts of the current trends in global environmental change and demonstrate the relationships among the issues.
- Summarize and compare the range of approaches and tools proposed to mitigate and adapt to critical issues in the global environment by various local, provincial, national, and international actors.
- Be able to meaningfully engage in debates about global environmental change and the possible responses, and critically assess the credibility of different proposals.
- Use academic literature, lecture notes, and materials from class discussions and activities to research and develop a funding proposal to mitigate or adapt to climate change in a country that is aiming to access climate finance for sustainable development.

COURSE SCHEDULE

Additional required readings are posted on Bright Space. Please keep up to date with the readings and come to class prepared with your notes from the readings.

| Week | LECTURE TOPIC or ACTIVITY | READINGS, ASSIGNMENTS, ACTIVITIES |
|---------|--|---|
| Week 1 | Introduction to course | <ul style="list-style-type: none"> Review syllabus In-class survey about your current knowledge of climate change (not graded) Required reading: Textbook Chapters 1 and 2 |
| Week 2 | The basics of climate science | <ul style="list-style-type: none"> Required reading: Textbook Chapters 3-5 |
| Week 3 | Global value chains and food systems | <ul style="list-style-type: none"> Required reading: See Bright Space Assignment 1: GEOG 314 Book Club Assignment (continuous discussion on Bright Space) |
| Week 4 | Climate mitigation | <ul style="list-style-type: none"> Required reading: Textbook Chapter 6-8 |
| Week 5 | Climate adaptation | <ul style="list-style-type: none"> Required reading: Textbook chapters 9 and 10 |
| Week 6 | Media and communication | <ul style="list-style-type: none"> <i>Oct. 13: Thanksgiving break (no class- use this time to catch up on reading, assignments, and studying for the midterm exam)</i> Oct. 14 Required reading: See Bright Space |
| Week 7 | Environmental justice and indigenous perspectives | <ul style="list-style-type: none"> <i>Oct. 20: Guest speaker Kikila Perrin (UVic PhD student, Interdisciplinary Studies)</i> Required reading: See Bright Space Oct. 21: Midterm EXAM at 10:30 AM on Bright Space |
| Week 8 | Climate finance | <ul style="list-style-type: none"> <i>Oct. 27: Guest Speaker Katalin Solymosi (Senior Consultant at UNIQUE forestry and land use)</i> Required reading: See Bright Space |
| Week 9 | Writing a funding proposal | This week we will get into groups and learn about the final assignment for this course, where you will write your own funding proposal. Through this experience you will learn highly valuable skills that you can put to use in a variety of future professions. |
| Week 10 | Sustainable development | <ul style="list-style-type: none"> <i>Nov. 10: Reading Break (no class- use this time to catch up on reading and work on your assignments)</i> <i>Nov. 11: Required reading: Textbook chapter 11</i> |
| Week 11 | Global climate policy in action | Mock climate negotiations This week Tuesday and Wednesday we will be simulating an online UN Climate Negotiation during the normally scheduled lecture times. Get ready to represent your country or regional blocks in this exciting experience! |
| Week 12 | Dedicated group work and on-demand consultations with individual groups about final assignment | |

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|---------|----------------|--|
| Week 13 | Course wrap-up | <ul style="list-style-type: none"> • Group presentations on Dec. 1 and 2 • Assignment 3 (Group Projects) DUE Dec. 4 at 10:30 AM |
|---------|----------------|--|

DISCLAIMER

Please understand that the above schedule, policies, procedures, and assignments in this course are subject to change. Any revision to the course syllabus during the semester will be communicated to all students through Bright Space.

GUEST SPEAKERS

One of the functions of the course is to engage students with information and ideas presented by people with experience (often called experts) in a particular area. These people will present in our class, during which there will be time for discussions. Each of the invited speakers will present a specific point of view on a given issue. One of our key expectations is that you begin to analyze information you hear/read/view. The mechanism for doing this is to formulate questions about what you hear/read/view. There will be specific readings that will help to prepare for constructive interaction with guest speakers. Please take notes as the knowledge communicated by the guest speakers will appear on the exams.

EVALUATION

Students must complete all evaluation components to obtain credit. Failure to complete an any evaluation component without permission from the instructor, will result in an 'N' grade, which equals a Grade Point Value of 0.

Assignments (55%):

All assignments are uploaded on Bright Space and please find more information there.

Assignment 1: GEOG 314 Book Club (regular updates on Bright Space) (15%)

*Assignment 2: Media Assessment (due **Oct. 26 at 10:30 am** on Bright Space)* (10%)

Assignment 3: Group Project- write a funding proposal for an environmental project (30%)

This Assignment is a group assignment that simulates a real-world experience where you compete for scarce financial resources for an environmental project of your own (group) design.

In-class participation (10%):

Please note that regular class attendance and respectful engagement with instructors and other students is expected (see policy on attendance below). In addition, there will be a number of in-class activities that aim to build important professional skills. These skills include working together constructively with people of diverse backgrounds, active listening, the ability to critically analyze issues, and most importantly, the ability to articulate that critical analysis to other people.

In-class participation will be evaluated based on your participation in the lecture as well as the following two activities:

1. *Mock climate negotiations*: Participation in this exercise is critical to understanding the realities of intergovernmental power dynamics and the struggle to collectively achieve climate targets at the global level. I will be taking attendance and students will be expected to log in on time and be prepared for the various activities. You will be marked as absent if it is obvious that you have not come prepared by having carefully completed the required readings.

2. Group project contribution: After you hand in your assignments, I will be asking your groups members to let me know confidentially the individual contribution of their group members.

Examinations (35%)

Midterm Exam 1: October 21 (beginning promptly at 10:30 am in lecture period) (15%)

Final Exam (scheduled for finals period) (20%)

Exam format may include short- and long-answer and multiple-choice questions. The exams will be based on lectures, assigned readings, class discussion, and guest speakers. If you are unable to participate in the exam on October 21 at 10:30 am, then you need to contact me at least 24 hours in advance with a legitimate reason (including third-party documentation) in order to schedule a make-up exam. **If you fail to do so, then you will receive a 0 on this midterm. No exceptions.**

GRADING SYSTEM

| Grade | Grade point value | Grade scale |
|-------|-------------------|-------------|
| A+ | 9 | 90-100% |
| A | 8 | 85-89% |
| A- | 7 | 80-84% |
| B+ | 6 | 77-79% |
| B | 5 | 73-76% |
| B- | 4 | 70-72% |
| C+ | 3 | 65-69% |
| C | 2 | 60-64% |
| D | 1 | 50-59% |
| F | 0 | 0-49% |
| N | 0 | 0-49% |

Bright Space

Bright Space will serve as the main avenue of communication in this course. Please monitor the page on a regular basis for course announcements, readings assignments and lecture handouts. If you are having difficulty logging in or password problems, contact the Computer Help Desk Email: helpdesk@uvic.ca, Tel: 250-721-7687

POLICY ON LATE ASSIGNMENTS

To ensure fairness towards those of you who have made the effort to hand in assignments on time, I will deduct 15% per day (including weekends and holidays) for assignments that are handed in late. In-class contributions and presentations that are not prepared on time will be given zero and substitutions to later dates are not an option. Exceptions will only be granted for documented medical or compassionate reasons.

POLICY ON ATTENDANCE

Both you (the student) and I (the instructor) have a responsibility to: participate in this class in a respectful manner, be prepared to discuss the subject area, and create a positive constructive learning environment for others, which includes paying attention and not using the internet for activities unrelated to the class lectures and discussions during the scheduled zoom lecture time. Please make sure you complete the required readings before class and come prepared to discuss these readings. I may post key questions to consider while reading. These questions are also good review for the exams.

I will be recording the lectures to make it possible for those who cannot log in at the designated time to engage in the course. However, I highly encourage you to engage synchronously. Please make sure that you keep up to date on all lectures if you are unable to attend at the designated time as I may be removing the lectures from Bright Space as we move along.

In recognition of digital fatigue, we will not be meeting at the normally scheduled lecture period on Fridays. I have increased your reading load and group assignments to make up for this missed lecture period and therefore expect you to use this time for reading, studying and working on your assignments, whether individually or in groups.

ACADEMIC INTEGRITY

It is every student's responsibility to be aware of the university's policies on academic integrity,

including policies on cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.

I reserve the right to use plagiarism detection software or other platforms to assess the integrity of student work.

Policy on Academic Integrity: <http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html>

If you have any questions or doubts, talk to me, your course instructor. For more information, see <http://www.uvic.ca/learningandteaching/students/resources/expectations/>.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL as soon as possible <https://www.uvic.ca/services/cal/>).

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members. To ensure that all class members feel welcomed and equally able to contribute to class discussions, we will all endeavor to be respectful in our language, our examples, and the manner in which we conduct our discussions and group work. If you have any concerns about the climate of the class, please contact me.

COURSE EXPERIENCE SURVEY (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

NOTE:

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. <https://www.uvic.ca/services/counselling/>

Health Services - University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. <http://www.uvic.ca/services/health/>

Centre for Accessible Learning - The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/services/cal/>. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.*

<https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>