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COURSE OUTLINE

## Global Environmental Change and Human Response

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### COURSE DESCRIPTION

Based on four components: global environmental change; sustainable development; biodiversity; and population impoverishment and environmental degradation. Lectures and discussion emphasize the causes of global change, the present and expected impacts on natural and social systems, and response strategies that have been proposed or enacted.

One of the main drivers of global environmental change is climate change. This course will first examine the science and impacts of climate change, particularly to oceans, freshwater, the atmosphere, and land uses. Energy is responsible for 80% of global greenhouse gas emissions, so we will go on to analyse the geography of socio-technical energy transitions. We will consider energy transitions as a complex socio-technical process of change. We will consider the drivers of energy transitions, decolonizing energy policy, the socioeconomic impacts of energy transitions, the different roles and experiences of rural and urban contexts. I have assembled a range of expert guest speakers for the course to enhance your learning experience.

#### *About me:*

I started at the University of Victoria in July 2021. I am cross-appointed to Geography and Civil Engineering. My research is focused on the geography of renewable energy transitions, energy justice and energy democracy. You can learn more about my research program at <https://socialexergy.ca/>

**Course location:** Cornett A125. Please check Bright Space for news if we move to online format.

**Course times:** Monday, Wednesday, 230-350PM, January 10 to April 7 2022.

**Office Hours:** 11-1230 AM Wednesday

**Office Location:** DTB B124

**Contact:** cehoicka [at] uvic [dot] ca

**Communication Policy:** to ensure prompt and accurate responses, please follow the following email guidelines:

- So that I can prioritize your emails and respond as quickly as possible, please use the subject heading "GEOG 314". This allows me to filter and prioritize your emails out of the hundreds of emails I receive on a weekly basis. I cannot guarantee providing a response to emails that do not have this subject heading.
- Prior to sending an email, please review the course outline and the Brightspace website carefully. Answers that are contained in the course outline or on the Bright Space website may not be responded to.
- Responses will be provided within three business days. Please plan accordingly.
- For reasons of privacy and confidentiality, please email me from the email registered to

your Bright space account. In order for me to respond quickly and accurately to meet your needs, please always add your student number and full name to your email to me, along with the course number.

- You are responsible for checking your email associated with your Bright Space account, and this is the email I may contact you through if I need to be in touch.
- Content related questions will be discussed in class, or on online discussion forums with the entire group.

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### **REQUIRED TEXT(S)**

There is no textbook to purchase for this course. All text for the course is available online for free or through the UVic library. These texts include reports from the Intergovernmental Panel on Climate Change and peer-reviewed journal articles or book chapters.

The specific reading for each class is posted on Brightspace.

### **RECOMMENDED TEXT(S)**

Recommended texts will be listed for each class as optional but not required further reading.

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### **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.

### **EVALUATION**

Colleague points 10%

Media assignment 20% (Due March 23, 2022)

Midterm exam 30% (February 16<sup>th</sup> 2022)

Final exam 40% (date TBD)

### **Colleague Points**

Colleague points are provided for demonstration of collegial behaviour between peers and in the class. Students will receive colleague points for attending classes and contributing towards a positive and constructive learning environment. This includes providing feedback for how we structure the learning environment, as well as to ensure that we ask the guest speakers constructive questions.

Each student will take notes for class and upload their organized lecture notes to share with their classmates at least twice. The schedule will be set on bright space. The notes will be no less than 1 page and no more than 3 pages, single spaced, 12 point font, and will cover the summary and main findings of the readings, and the lecture. Notes are due within 2 days of the lecture. Notes will be graded on quality, and I highly recommend proof-reading and editing them carefully.

### Media Assignment

In order to counter misinformation, and implement climate solutions across society, media engagement and public education are critical. Students will select a topic of persuasion and write

- One 280 character tweet
- One persuasive 800 word opinion piece. Although references are not generally required in opinion pieces, students will list all references that support their piece after the 800 words.
- One briefing note summarizing the main points of the opinion piece as they would be conveyed to a decision maker in three bullet points.

The media assignment will be published as a class report.

### Midterm Exam

The midterm exam will take place on February 16 2022) is based on all course materials delivered up to and including February 9 2021. This includes readings and lectures, including guest lectures. You may wish to consult your “colleague notes” in preparation. Due to the ongoing covid situation, the format will be determined depending on whether we are in-person or online.

### Final Exam

The final exam will take place during the final exam period. It is based on all course materials delivered throughout the course. This includes readings and lectures, including guest lectures. You may wish to consult your “colleague notes” in preparation.

## GRADING SYSTEM

As per the Academic Calendar:

| Grade         | Grade point value | Grade scale                 | Description  |
|---------------|-------------------|-----------------------------|--|
| A+<br>A<br>A- | 9<br>8<br>7       | 90-100%<br>85-89%<br>80-84% | <b>Exceptional, outstanding and excellent</b> performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.         |
| B+<br>B<br>B- | 6<br>5<br>4       | 77-79%<br>73-76%<br>70-72%  | <b>Very good, good and solid</b> performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area. |
| C+<br>C       | 3<br>2            | 65-69%<br>60-64%            | <b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.  |
| D             | 1                 | 50-59%                      | <b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.  |
| F             | 0                 | 0-49%                       | <b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.   |

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|---|---|-------|---|
| N | 0 | 0-49% | Did not write examination or complete course requirements by the end of term or session; no supplemental. |
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## GEOGRAPHY DEPARTMENT INFO

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
- Geography Department Chair: [geogchair@uvic.ca](mailto:geogchair@uvic.ca)
- Geography Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

### 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](mailto: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 5% 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. Please submit these by email to me, following the email policy to ensure a prompt response.

### POLICY ON ATTENDANCE

Attendance in this course and contributing to a constructive learning environment is critical to success and colleague points. This means arriving on time, staying until the end, and aiming to create a positive environment for students and professor.

### 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.**

**Policy on Academic Integrity:** [web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html](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 [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php).

### 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 ([uvic.ca/services/cal/](http://uvic.ca/services/cal/)). The CAL staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

## 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.

## SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [uvic.ca/svp](http://uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)

Web: [uvic.ca/svp](http://uvic.ca/svp)

## 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 online 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.

## WEEKLY CALENDAR

Important dates are here: <https://www.uvic.ca/calendar/dates/>

| WEEK | DATE                       |  |
|------|----------------------------|--|
| 1    | January 10, 12, 2022       | Introduction to course, assignments, roles and responsibilities, format, peer-reviewed literature, etc.                        |
| 2    | January 17, 19, 2022       | Ocean, land, and freshwater impacts of climate change. Guest speakers Dr. Julia Baum (date TBD), Dr. Sapna Sharma (January 26) |
| 3    | January 24, 26, 2022       |  |
| 4    | January 31, Feb 2, 2022    | Decarbonization, energy transitions, and climate change mitigation   |
| 5    | February 7, 9, 2022        |  |
| 6    | February 14, 16, 2022      | Indigenous Climate Justice<br>Decolonizing energy guest lecture with Dr. Heather Castleden<br><b>Midterm (16)</b>              |
| 7    | February 28, March 2, 2022 | Carbon mitigation policy<br>"Saving the world: A simple path to climate success." Dr. Katya Rhodes, March 2                    |
| 8    | March 7, March 9, 2022     | Media assignment in-class preparation<br>Carbon mitigation policies  |
| 9    | March 14, March 16, 2022   | Media assignment in-class preparation<br>New business and governance models  |

|           |                          |  |
|-----------|--------------------------|--|
|           |                          | Financing climate mitigation—Dr. Basma Majerbi (March 16)  |
| <b>10</b> | March 21, March 23, 2022 | The geography of energy transitions; Renewable energy transformations and socioeconomic impacts<br>Cities leading on climate action—David Miller, C40 Cities |
| <b>11</b> | March 28, March 30, 2022 |  |
| <b>12</b> | April 4, April 7, 2022   | Measuring success<br>Exam preparation  |

### 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.

### 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.* [uvic.ca/services/counselling/](http://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.* [uvic.ca/services/health/](http://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* [uvic.ca/services/cal/](http://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.*  
[uvic.ca/services/indigenous/students/programming/elders/index.php](http://uvic.ca/services/indigenous/students/programming/elders/index.php)