

Human Dimensions of Climate Change Seminar (HDCC 400) Fall 2022

Moving from eco-anxiety to climate resilience

CRN TBA

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Alexander von Humboldt and Aimé Bonpland consulting Indigenous people, by Friedrich Georg Weitsch

Instructor: Thomas Heyd, Ph.D.
Lectures: Mondays 4:30-7:20 pm
Classroom: TBA
Office hours: TBA
e-mail: heydt@uvic.ca

Provisional outline: Given changing circumstances, especially in relation to Covid-19, there may be some changes to this outline throughout the course.

Territory acknowledgment

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. This acknowledgment entails a commitment to ongoing dialogue and reconciliation with the peoples of these lands. For information about support for indigenous students and efforts to foster reconciliation, please visit the UVic Office of Indigenous Academic & Community Engagement.

Seminar overview: Moving from eco-anxiety to climate resilience

There is unequivocal evidence of rapidly progressing anthropogenic climate change, and that its consequences will continue to be felt into the indefinite future (see [IPCC AR6](#)). The cumulative impact of human activities on the planet may, moreover, be ushering in a new geological epoch that has been christened 'The Anthropocene'.

The present Covid-19 health crisis has demonstrated that human agency can provoke natural environmental factors to unleash processes generating effects that may prove disastrous for large segments of humanity. Even while this situation has been provoking considerable anxiety, and often among younger people, we have also seen a will to think afresh the relation of humans to the natural environment in which we live, and to move forward in new, more environmentally appropriate, ways.

In this capstone seminar of the Human Dimensions of Climate Change Minor programme we will jointly explore paths toward climate resilience from multiple disciplinary points of view. Understanding the *human* dimensions of climate change will support meaningful engagement, both at the societal and individual levels, with socio-environmental challenges of today's rapidly changing world.

Description and structure

Course organisation

In the first part of the course, we jointly read selected texts that bring in distinct perspectives on climate change and the Anthropocene in order to generate a common ground for discussion. These readings are also intended as preparation for guest lectures that address specific questions from each topic area. Class periods either are dedicated to a guest lecture or to class discussion of weekly texts assigned. Unless there is reason for re-organisation at some point in time, the course topics will follow the order set out in the course schedule (available separately from this outline). In the second part of the course, students present drafts of their own research on topics agreed upon with the instructor at the beginning of the semester. Drafts are expected to lead to final course papers.

Student engagement and texts

Students are expected to actively participate in all class periods, to take turns in leading class discussions, and to research and write a paper on a topic chosen by them in consultation with the instructor. There are no exams. In the first part of the course, students weekly submit written responses to readings (up to one page), including at least one question for the guest speaker of the week. Students also take turns in leading class discussions on the required readings of the week. (A schedule will be made up in the first week of classes.) Attention: students are to guide themselves by the Course Schedule, in addition to viewing the materials posted on Brightspace!

By the third week of classes students are required to have met with the instructor to discuss a topic for their research paper. A topic should be chosen by the fourth week, and an itemised, well-developed, provisional outline of their paper project (including a one-page bibliography of relevant references) must be submitted by the fifth week. Presentations of draft essays will be scheduled in the last three weeks of classes (depending on class size). On the basis of the feedback received from members of the seminar as well as the instructor, students are expected to revise their drafts for submission of their final papers one week after the last day of classes. Texts for weekly class discussions, as well as selected supplementary references, are made available online.

Grading

Paper outline (5%): Topics need to be discussed with me at the latest by 23 September. A one-page, itemised, well-developed outline, including a one-page bibliography of relevant texts, is required by 7 October. Term papers will not be accepted unless the outline has been submitted, and on time.

Term paper (40%): An essay that focuses on climate change written from the perspective of one of the key approaches discussed in the course. The paper should be between 3,000 and 3,500 words long, double-spaced. It will function as a 'take-home exam' and is due on the 9th of December, to be uploaded to Brightspace. Late papers will only be accepted in the case for documented medical reasons or personal crisis. Highly recommended: apply the suggestions in Weston on "Composing an Argumentative Essay".

When developing your paper, avoid generalisations, such as references to "The West", "North America", "neoliberalism", "capitalism", "sustainability" or "Indigenous people". Instead, be precise regarding what you mean by explaining yourself. Comparisons with foreign countries, such as the USA or any other, need to be explicit by making it clear what point is being made by bringing in such information, and do not assume that just because you make reference to data regarding those other countries that they hold universally, or in Canada. Instead, show what you argue for by supplying well-supported evidence or argument.

After completion of the semester, best papers may qualify for publication in an abridged form on the [UVic in the Anthropocene](#) blog, see here: [UVic in the Anthropocene blog posts](#).

Class Presentations (40%): Two types of class discussions will be led by students. Marks will be based on quality of research and arguments presented, on appropriateness of the format of the presentations, and on leadership of class discussions.

- Presentation of assigned course readings (20%). Course readings will be divided up for presentation among class members in the first week of classes. Presentations should clearly explain main points of readings assigned, raising questions about the material as appropriate.
- Seminar presentation of draft paper (20%). Draft papers should be made available to the instructor and fellow class members one week before presentation date, so that everyone may acquaint themselves with the topic that will be discussed. Written feedback by each seminar member after presentations is required (see below), and may be used to sharpen final versions of course papers. Presentations should be considered a dry run of the final paper, and should not be used as a way to obtain general impressions of fellow students about their opinions on the topic chosen by the presenter.

Weekly reading reports (10%): Weekly reading reports are to be submitted to the instructor printed out as hard copies at the beginning of class periods. No late weekly reports will be accepted. Reports should be between a half and a full page long, not any longer.

Weekly reading reports should cover all assigned readings of the week. They consist of a well-worked out a) insight, b) question, or c) objection concerning a point made in the week's reading material. The primary point of this assignment is to prepare for class discussion. You need to show that you are engaging with the reading. So, perfunctory questions, such as, 'what's the argument on p. 99?', 'I don't understand such-and-such', are not sufficient. Instead, say what you do understand about the point that you are commenting on and then articulate what is puzzling, and why. (With thanks to Profs. Thomas Land and James Young for some of the wording.)

Once we turn to the presentation of draft papers of fellow students, weekly reports should be in terms of constructive feedback given to each draft paper to be presented in the week. These reports should also be submitted to the instructor as well as to speakers at the beginning of class periods.

General participation (5%): Grades will be assigned on the basis of regular attendance, as well as degree of respectfulness, quality and thoughtfulness of comments, questions, and responses to lectures and class presentations.

Grading scale and interpretation

Percentages will convert to a letter grade according to the standard University scheme:

A+ = 90-100	B+ = 77-79	C+ = 65-69	D = 50-59
A = 85-89	B = 73-76	C = 60-64	F = 0-49
A- = 80-84	B- = 70-72		

What the Grading Scale Means:

- A+, A, or A-** Earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
- B+, B, or B-** Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. Grades in the B range are normally achieved by the largest number of students. B+ represents a more complex understanding and/or application of the course material.
- C+ or C** Earned by work that indicates an adequate comprehension of the course material, adequate skills to work with the course material are displayed, and the student has met the basic requirements for completing assigned work and/or participating in class activities.

- D** Earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
- F** Work that is not worthy of course credit toward the degree.
- N** An N grade indicates that the student did not complete one or more of the course's essential requirements. N is a failing grade and factors into the student's GPA as "0".

Interpretation of these grade definitions is up to the discretion of the instructor. If you receive a grade during the course that you believe is unfair, please begin by discussing the matter with the instructor (or TA) in a respectful, open-minded manner. Rest assured that if, after discussing the matter with the instructor, you still believe that the grade that you received is unfair you can appeal the matter to the Director of the Programme. For additional information regarding grades, including N and DEF status, please see the most recent edition of the *UVic Undergraduate Calendar*.

All evaluations of tests and assignments will be calculated according to *percentage scores*. Letter grades and grade point scores are listed purely for reference. The final course grade will be calculated according to the percentages indicated above. However, this will not be done automatically on Brightspace but separately by the instructor, so please ignore the 'Grades' section on Brightspace.

Other matters

Academic integrity, University academic regulations, and late assignments

The University Calendar states that "Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. ... Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community."

Violations of academic integrity include plagiarism; multiple submissions; falsifying materials subject to academic evaluation; cheating on work, tests and examinations; unauthorized use of an editor; and aiding others to cheat. Please view the UVic Libraries guide <https://www.uvic.ca/library/research/citation/plagiarism/> to avoid plagiarism and cheating. Tip: generally, use your own words to express your thoughts. If you must quote, be absolutely sure that you either place text quoted in quotation marks or indent it. Failure to do so will result in a Fail grade.

I reserve the right to use plagiarism detection software or other platforms to assess the integrity of student work. Penalties for violations vary, with first violations generally resulting in a failing grade on the work. Please view https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItem=polices. Also, please familiarise yourselves with Undergraduate Academic regulations here: <https://www.uvic.ca/calendar/future/undergrad/index.php#/policies>.

All students in this course should complete the Integrity Matters module that is available in Brightspace ([here](#)) before you hand in *any* coursework for evaluation. Students need to self-enrol in this module by searching for it under the Discovery tab (drop-down menu) on the Brightspace homepage. Where applicable, late assignments will have 5% subtracted per working day from grade, unless documentation of illness or family emergency is provided. Before starting the course, review "[Standards for professional behaviour: Tri-Faculty Student Code of Conduct](#)" as well as the [face covering order](#).

Copyright Statement

All course content and materials are made available by the instructor for educational purposes and for the exclusive use of students registered in their class. This includes all lecture notes. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the Resolution of Non-Academic Misconduct Allegations policy (AC1300). Any evidence that you are circulating materials without permission will be referred to the Chair of the Philosophy Department for investigation.

Technology in the classroom

Some students require laptops or voice recognition apps for their learning strategies. For this reason, they are not prohibited in the classroom. However, studies demonstrate that multi-tasking reduces the performance of other nearby

students. Therefore, anyone caught on social media, internet surfing, etc. during lecture periods may be asked to leave and potentially subject to disciplinary action.

Inclusivity/diversity

The University of Victoria is committed to providing a safe, inclusive, and respectful environment for all students, staff, and faculty. We affirm the diverse identities of persons and that the rights all individuals have to be treated with dignity and respect irrespective of their gender, race, sexual orientation, ethnicity, religion, class, or national origin. This basic commitment entails, among other things, specific recognition and support for trans, queer, two-spirited, and non-binary people, and we respect the rights of individuals to self-determination and self-description. Information about UVic policies on human rights, equity, discrimination and harassment are available at www.uvic.ca/calendar/undergrad/index.php#/policy/HkQOpzdAN. If you have any particular concerns about these matters in our course, please don't hesitate to contact me. Information regarding accommodation of religious observance can be located in the UVic Calendar at <https://www.uvic.ca/equity/education/religious/index.php>.

Transition and New Student Connect Program

Students who are new to the University and would like assistance may contact Transition Office, www.uvic.ca/transition, may also participate in New Student Connect. Participating students in will be assigned in small groups by Faculty and/or interest groups to upper year peer mentors who will provide insights about student life, the UVic student community, available support services, and ways that students can get connected as needed. For further information see: <https://www.uvic.ca/services/studentlife/initiatives/new-student-connect/index.php>

Student Mental Health Supports / UVic Support Connect

Many, if not most, students experience some difficulties with their mental health at some point in time at university. This may especially be the case during the present Covid-19 pandemic. It is hard to shake the stigma associated with problems like depression and anxiety, however, if at any point you believe that you could benefit from help with mental health issues, please contact the new UVic Student Wellness Centre / UVic Support Connect. In addition to providing face to face help, they offer a 24 x 7 phone & online mental health counselling and support program, no matter where you are located, at any time. This is an excellent resource at your disposal on campus. The people working there genuinely want to help, so do consider taking advantage of this free resource.

Health Services and Centre for Accessible Learning (CAL)

A note to remind you to take care of yourself, especially in the present times. Do your best to maintain a healthy lifestyle 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. The sooner you let any of these on-campus services know your needs the quicker they can assist you in achieving your learning goals. Resources:

- Mental Health Counselling Services, already mentioned above. See <https://www.uvic.ca/services/counselling/>.
- University Health Services (UHS), which provides a full-service primary health clinic for students and coordinates healthy student and campus initiatives. <http://www.uvic.ca/services/health/>

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/ health consideration that may require accommodations, please feel free to approach the Center for Accessible Learning (CAL) as soon as possible. CAL staff members are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations, see: <https://www.uvic.ca/services/cal/>. Please note that instructors cannot provide CAL-type accommodations without CAL documentation.

Food bank and Community Cabbage

Sometimes students run out of money for food. Health restrictions permitting, the Food bank as well as the Community Cabbage may be available: "The UVSS Food Bank & Free Store is run by a team of dedicated staff and volunteers and offers all UVic students access to food essentials and free household items", see <https://uvss.ca/foodbank/>. "The Community Cabbage is a student organization at the University of Victoria. We serve a free weekly hot meal to the campus community prepared from reclaimed food – edible but unsellable food donated by grocery stores. A crew of volunteers turn these ingredients into a healthy and delightful vegetarian meal at a community kitchen. Anyone is welcome to come cook with us and/or eat with us!" <https://uviccommunitycabbage.wordpress.com/about/>.

Important dates and academic advising

Important dates for the Academic Year are found here: <https://www.uvic.ca/calendar/dates/>. Please consult this web page for information about last possible dates to add courses, withdraw from courses without penalty, examinations period start/end dates, etc. For information about declaring a program, academic concessions or interpreting your UVic CAPP report, please visit Undergraduate Advising or make an appointment with an advisor.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of the semester, you have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey provides me with feedback regarding the course and my teaching, and will help HDCC improve overall programming for future students. When it is time for you to complete the survey, you will receive an e-mail inviting you to do so. If you do not receive an e-mail invitation, you can directly go to your CES dashboard. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time. You may, however, consider the following three points throughout the duration of the course:

1. strengths that helped you learn in this course demonstrated by your instructor,
2. how the instructor could help you learn more effectively,
3. specific ways in which this course could still become more enriching.

Human Dimensions of Climate Change Seminar (HDCC 400) Fall 2022 **(PROVISIONAL 3 May 2022)** Schedule

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<u>Weeks</u>	<u>Topics</u>	<u>Readings, films and excursions</u>	<u>Guest speakers</u>
Week 1 5-11 Sept	Humans , society and climate change *Wednesday 7 Sept: beginning of semester*	<u>Highly recommended</u> : Heyd, Covid-19 and climate change; Burroughs, <i>Climate Change in Prehistory</i> , ch. 1; <u>Films</u> : Herzog, <i>Cave of Forgotten Dreams</i> ; Klein/Lewis, <i>This Changes Everything</i>	NO CLASS: NO GUEST SPEAKER
Week 2 12-18 Sept	Earth history and climatic changes **Monday 12 Sept: FIRST CLASS in HDCC**	Burroughs, <i>Climate Change in Prehistory</i> , chs. 1, 2, 3, 6; TWO PRESENTERS	Anne-Sofie Ahm (SEOS – School of Earth and Ocean Sciences) REQUESTED

Week 3 19-25 Sept	Coping with climate changes in pre-history *By 23 Sept: paper topic discussion* *23 Sept: last date for adding courses*	Burroughs, <i>Climate Change in Prehistory</i> , chs. 8, 12; de Souza et al., Climate change and cultural resilience in late pre-Colombian Amazonia TWO PRESENTERS	Chris Ames (Archaeology, University of Wollongong, Australia) RECORDED REQUEST/CONFIRM
Week 4 26 Sept – 2 Oct	Coping with climate during the Little Ice Age **By 30 Sept: paper topic selected**	Fagan, <i>The Little Ice Age</i> , 1, 2, 3, 6, 12 TWO PRESENTERS	Brian Fagan, Distinguished Emeritus Professor, Anthropology, UC Sta. Barbara, Website CONFIRMED
Week 5 3-9 Oct	Mitigation and policy options **By 7 Oct: itemised outline due**	Climate Change 101 online course (PICS): The State of the Climate (recorded lecture); Heyd, Covid-19 and climate change in the times of the Anthropocene. <u>Highly recommended</u> : IPCC AR6 Report Working groups I, II and III, Summaries for decision makers TWO PRESENTERS	Andrew Weaver (SEOS – School of Earth and Ocean Sciences) CONFIRMED
Week 6 10-16 Oct	Understanding disasters through vulnerability **Monday 10 Oct: Thanksgiving Day / NO CLASSES in HDCC**	READINGS : Wisner et al., The challenge of disasters and our approach, pages 3-18; Wisner et al., The disaster pressure and release model, pages 45-47; both from <i>At Risk: Natural Hazards, People's Vulnerability and Disasters</i>	NO CLASS: NO GUEST SPEAKER **Possible class excursion, date and location TBA**
Week 7 17-23 Oct	Adaptation and sustainability	Carodenuto et al., Practice-Based Knowledge for REDD+ in Vanuatu, https://www.tandfonline.com/doi/full/10.1080/08941920.2021.2011996 ; Schipper and Burton, Understanding Adaptation; Kates, Cautionary tales; both texts in: Schipper/Burton, <i>Adaptation to Climate Change</i> ; Clammer, Satoyama and cultures of transition and sustainability, in Feola et al., <i>Climate and Culture</i> TWO PRESENTERS	Sophia Carodenuto (Geography), via zoom, 6-7:20pm CONFIRMED
Week 8 24 -30 Oct	Resilience and eco-anxiety	Croston, Climate Change: A Psychological Challenge; Mitchell-Yelin, The Psychology of Combatting Climate Change; Sender van den Linden, Improving Public Engagement with Climate Change: Five “Best Practice” Insights from Psychological Science. <u>Optional recommended</u> : Lake, Enhancing Resilience in the Face of Climate Change; Sarandon, The Art of Resilience; Kasser, Living both well and sustainably: a review of the literature, with some reflections on future research, interventions and policy TWO PRESENTERS	Frederick Grouzet (Psychology) REQUEST/CONFIRM Karine Lacroix (Environmental Studies), REQUESTED / CONFIRM

Week 9 31 Oct - 6 Nov	Indigenous people and adaptation *31 Oct: last day for withdrawing from courses without penalty of failure*	Turner and Clifton, "It's so different today": Climate change and indigenous lifeways in British Columbia, Canada; Ulloa, Indigenous knowledge regarding climate in Colombia; Postigo, Multi-temporal adaptations to change in the Central Andes; both in Feola et al., <i>Climate and Culture</i> TWO PRESENTERS	Nancy Turner (Emerita Prof., Ethnobiology, Environmental Studies) CONFIRMED
Week 10 7-13 Nov	Adaptation and community resilience **Monday 7 Nov: NORMAL CLASS in HDCC** *Reading Break 9-11 Nov* *Friday 11: Remembrance Day*	Berkes and Ross, Community Resilience: Toward an Integrated Approach; Aldunce et al., Disaster reduction, and St. Clair and Lawson, From poverty to prosperity; <u>both chapters in</u> : Sygna/ O'Brien/Wolf, <i>A Changing Environment for Human Security</i> TWO PRESENTERS	Helen Ross (Emerita Professor, School of Agriculture and Food Sciences, University of Queensland, Queensland) CONFIRMED
Week 11 14-20 Nov	**Student presentations **		1/3 of student presentations, names TBA
Week 12 21-27 Nov	**Student presentations **		1/3 of student presentations, names TBA
Week 13 28 Nov – 4 Dec	**Student presentations ** **Monday 28 Nov: LAST CLASS in HDCC** *Friday 2 Dec: Remembrance and Action on Violence Against Women*		1/3 of student presentations, names TBA
Week 14 5-11 Dec	** Friday 9 Dec: TERM PAPER DUE! **		

This schedule is subject to changes. Assigned texts are to be read in advance of class periods. Informed participation in class discussion is expected.