GLOBAL ENVIRONMENTAL CHANGE: HUMAN IMPLICATIONS

Course outline as of 27 Aug 2018
Updates will be posted on cuLearn

INSTRUCTOR:
Mike Brklacich
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Tel: Ext 7553 or 8056
Email: mike_brklacich@carleton.ca

COURSE MEETINGS & VENUE:
Tue, 6:05 to 8:55 pm, A220 Loeb
Note: The 1st meeting will occur on Tue 11 Sep and the last will be on Tue 6 Dec. We will not meet on the Tue during Fall Break.

INSTRUCTOR’S OFFICE HRS:
Each Tue, for approx. 1.5 hrs before class in Loeb B457
Each Tue, after class, most likely in Loeb A220
By Appointment or Chance, in either my Loeb or Patterson office

FRAMING THE COURSE: Climate change research has grown from its roots in the environmental sciences and there have been at least three substantial shifts over the past few decades. First, climate change research is now firmly planted at the intersection of environmental and social sciences. The quest to better understand complex climate systems and human interference with these systems continues and contemporary questions pertaining to the vulnerability and security of communities and places have prompted scientists, resource managers and policy analysts to explore, develop and apply a range of interdisciplinary approaches. Another major trend has been the repositioning of climate change within public policy. Climate change is no longer cast solely as an environmental concern. It is now framed as complex sets of issues that are directly linked to broader issues of social and economic transformations in the developing and industrialized world. And the third trend pertains to the move towards climate solutions. It has been more than 25 years since the Intergovernmental Panel on Climate Change (IPCC) issued its first report that focused on identifying climate-related concerns and there is now greater attention being placed on “climate solutions” that range from efforts to curtail human interference of climate systems through to opportunities for adaptation to uncertain futures. Despite these advances, our understanding of human dimensions of GEC remains quite limited and recurring questions that will be examined throughout this course include:

- What are the limits of our current understanding of human activity & GEC relationships?
- What are the barriers that must be overcome before we can improve our understanding?
- What conditions favour the development and implementation of climate solutions?

Weeks 1 through 4 will set the context for the remainder of the course by reviewing how human activities have impacted earth system processes and discussing important issues concerning the integration of social science perspectives within a global environmental change framework. Once this foundation is in place, weeks 5 to 11 will be used to explore a wide range of topics relating to human dimensions of GEC (pls see Seminar Topics at the end of this outline). The course will conclude with a discussion on research thrusts designed to advance our understanding human dimensions of GEC.

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1 This course does not require a thorough knowledge of climate science. Earth system science fundamentals will be reviewed during the 1st class and then we will explore climate change through multiple social sciences lenses over the remainder of the course.
**TEACHING APPROACH, TOPICS AND READINGS:** The course will employ a variety of teaching approaches ranging from mini lectures, workshops, seminars, panel discussions and Q&A periods. In all cases, the emphasis will be on critical engagement with course readings, discussion and interactions within the class. Each seminar topic will be prefaced by a brief introduction to the topic and recommended readings.

There is no course textbook. A reading list will be posted on CuLearn & you will be able to download readings from Carleton’s e-journal collection or from publicly available websites. A few useful websites relating to GEC & human dimensions of GEC follow:
- Environmental Change and Security Project, Woodrow Wilson International Center for Scholars: [www.wilsoncenter.org/ecsp](http://www.wilsoncenter.org/ecsp)
- Future Earth: [www.futureearth.org](http://www.futureearth.org)
- Intergovernmental Panel on Climatic Change (IPCC) [www.ipcc.ch](http://www.ipcc.ch)
- NRCan: Climatic Change: [www.nrcan.gc.ca/environment/10760](http://www.nrcan.gc.ca/environment/10760)
- United Nations Framework Convention for Climate Change (UNFCCC): [unfccc.int](http://unfccc.int)

**COURSE COMPONENTS, EVALUATION & COURSE DEADLINES:** Each student will be evaluated on the following 4 course components. All written assignments should be prepared using a 12-point font and be double-spaced. Due date extensions without penalty will be granted only when circumstances beyond the student’s control result in the need for extra time. The instructor will consider a request only if it is verified by a 3rd-party and received within 5 days of the specified due date. Otherwise a penalty of one grade point per day will assessed to assignments submitted after the specified due date.

All course components should be submitted to the course instructor by email. Pls use the following filenaming convention for all course components: `Lastname_Coursecomponent_Date.filetype`. For example, my 1st Briefing Note could be `Brklacich_BN1_27Sep18.docx`.

**Briefing Notes (BN) (2 x 15% = 30%):** Two BNs of about 1000 to 1200 words on 2 seminar topics other than the seminar topic you will lead are required. BNs typically provide brief summaries and take a specific stance. More info on BNs to follow. The BN can focus on selected aspects of the seminar or the entire seminar. In addition, BNs can be based on events that are related to the course, provided you seek the instructor’s approval in advance of the event. BNs are due one week after the seminar or event.

**Seminar Presentation (SP) (20%):** Seminars will be led by 1 to 3 students (depending on total enrolment). A list of potential topics is appended to the end of this draft outline. Topic selection will occur during the 2nd meeting. Student-lead seminars are scheduled to commence in week 4 or 5 and continue through to second last meeting. A group mark will be assigned for this component of the course. Should you wish to use readings other than the ones recommended by the instructor, please ensure the class is advised of these changes at least one week in advance of your seminar. Also, please provide the instructor with seminar materials (ppt slide kits, handouts, etc) no later than the Sunday before your seminar date and these will be made available to the class via the course website.

**Course Contribution (20%):** This will be determined by the instructor and reflect your overall contribution to the course. Quality of contributions will be factored into this assessment.

**Capstone Activity (30%):** Students are required to complete 1 of 2 capstone activities (a final exam or a term paper) and are to inform the instructor by email of their choice by 2 Oct 2018. Should you elect the term paper option, please note that a proposal is due no later than 9 Oct 2018. If a proposal for the Term Paper is not submitted by 9 Oct 2018, then you will have elected the Final Exam option.
**Final Exam Option:** The final exam will occur during the exam period (9-21 Dec 2018) and employ a take-home format. There will be one question, it will (most likely) be made available at 9h00 and you will have until 11:59pm to prepare a response of no more than 2,500 words. You will be able to refer to course and other materials during the exam. The response to the question will require considerable interpretation as well as the integration and synthesis of material presented throughout the course. Half of the examination mark will be based upon the thoroughness of your response and the other half will be based upon the integration and synthesis of course materials used to address the question. More information will be provided during the last half of the course.

**Term Paper Option (Proposal: 5%, Final Paper 25%):** The term paper of no more than 4,500 words is to review and appraise a topic related to human dimensions of GEC. The topic must be substantially different from your Briefing Notes and your Seminar Presentation. Potential topics might include:
- a specific type of GEC and region or sector (e.g. Comparison of Climatic Change Impacts on Coastal Communities in Developed & Developing Nations)
- a thematic area relating GEC-human dimensions research (e.g. Addressing Uncertainty in GEC Accords),
- issues relating to research frameworks and methods for addressing GEC – human dimension question (e.g. Application of GEC Mitigation Models),
- a review and critique of a GEC position paper, policy or program (e.g. Canadian Premiers’ declaration in July 2015, Vatican’s 2015 Encyclical “On Care for our Common Home, and many others)
- another approved topic.
A 1-page e-version of your proposal is due no later than 9 Oct 2018 and this will be followed-up with a meeting with the instructor to discuss the proposal. Your Term Paper must be submitted to the instructor no later than 5:00pm on 7 Dec 2018.

**INSTRUCTIONAL & CONDUCT OFFENCES:** Instructional offences include among other activities cheating, contravening examination regulations, plagiarism, submitting similar work in 2 or more courses without prior permission, and disrupting classes. Conduct offences apply in areas of discrimination and sexual harassment. Further information about regarding the definition and regulation of these offences is presented in the Graduate Calendar.

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:
- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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1 Logistics to be confirmed once students have declared they will write the final exam. The Instructor will attempt to arrange for a timeslot that takes into account scheduled exams in other courses, work commitments and so on.
Plagiarism is a serious offence that cannot be resolved directly by the course instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Carleton’s Academic Integrity Policy is available at:
carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf

ACADEMIC ACCOMMODATIONS

Please visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at http://www.carleton.ca/equity/ Also, please advise the Instructor of the need for accommodation during the first two weeks of term or as soon as possible after the need is known to exist.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre (PMC) for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (carleton.ca/pmc/) for additional information.
**GEOG5005/INAF5701: DRAFT SEMINAR SCHEDULE (as of 7 Sept 2018)**

**NOTES:**
1. From 10 Oct to 28 Nov and depending in the number of students in the course, most classes will be split into 2 parts: a student-led seminar and another discussion topic led by the course instructor or a panel discussion. In some cases, there may be 2 student-led seminars in one class.
2. On 19 Sep, students will select their seminar topics and dates. The 11 seminar topics listed below represent the breadth of topics to be considered and it is likely not all of these will be included in this version of the course. Other topics may be possible.
3. Panels on specific topics with guest presenters who are experts in the field may be inserted into the course. In addition, events organized by other agencies or organizations may be added to the course schedule. Participation will be optional should these events occur outside the regular timeslot for this course.

<table>
<thead>
<tr>
<th>THEME</th>
<th>Date*</th>
<th>Seminar Topics &amp; Related Course Activities¹</th>
<th>Seminar Leader(s)</th>
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<tbody>
<tr>
<td>FOUNDATION</td>
<td>11 Sep</td>
<td>• Course Introduction &amp; Overview</td>
<td>MBrk</td>
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<td>• Anthropocene Now: Humans as GEC Agents</td>
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<td>18 Sep</td>
<td>• Anthropocene Now: continued</td>
<td>MBrk</td>
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<td>• Student Seminar Selection</td>
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<td>25 Sep</td>
<td>• Integrated Climatic Change (CC) Science</td>
<td>MBrk</td>
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<td>2 Oct</td>
<td>• Human &amp; Environmental Security Concepts</td>
<td>MBrk</td>
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<td>BRIDGING TOPICS</td>
<td>9 Oct</td>
<td>1. CC &amp; Equity</td>
<td>TBA on 18 Sep</td>
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<td>16 Oct</td>
<td>2. CC, National Security &amp; Conflict</td>
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<td>3. You Are What You Speak: CC Discourses</td>
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<td>4. Gender &amp; CC</td>
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<td>SECTOR VIEWS</td>
<td>30 Oct</td>
<td>5. CC and Human Health</td>
<td>TBA on 18 Sep</td>
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<td>6 Nov</td>
<td>6. CC &amp; Food Security</td>
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<td>7. CC &amp; Water Security</td>
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<td>8. Urban Perspectives on CC</td>
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<td>LOOKING AHEAD</td>
<td>13 Nov</td>
<td>9. CC &amp; Sustainable Development</td>
<td>TBA on 18 Sep</td>
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<td>20 Nov</td>
<td>10. CC &amp; Migration</td>
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<td>• Climate Solutions</td>
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<td>REVIEW</td>
<td>TBA</td>
<td>• Intergovernmental Panel on CC Review</td>
<td>MBrk</td>
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<td>• Mid-course Synthesis</td>
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<td>5 Dec</td>
<td>• CC Challenges &amp; Opportunities Over the next Decade</td>
<td>MBrk</td>
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<td>• Exam Preparation</td>
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<td>Dec TBA</td>
<td>• Capstone Activity (Submit term paper or take-home exam)</td>
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* We will not meet on 23 Oct. Meeting on 27 Nov is TBD.

¹ Subject to change