EVPP 436-DL1

The Human Dimensions of Global Climate Change: From Encounters to Actions

Spring 2021

Course Description | Required Textbooks | Course Learning Outcomes | Technology Requirements | Course Schedule | Assignments Description | Course Policies | Grading Scale | University Policies and Resources |

Instructor: Vivek Prasad. PhD
Email: vprasad1@gmu.edu (preferred contact)
Course Meets: Friday 4:30 PM- 7:10 PM, Zoom or Virtual via Blackboard Collaborate Ultra
Phone: Blackboard Collaborate Ultra, please request a meeting via email.
Office hours: Monday: 6:00 pm -7:00 pm (please email me in advance and we will meet via Blackboard Collaborate Ultra) or by appointment

Tuesday, Jan 26:   First day of the class
Monday, Feb 1: Last day to add classes
Tuesday, Feb 12: Last day to drop classes without penalty
Tuesday, Feb 16:   Last day to drop (50% tuition penalty)
2/17/2021 - 3/1/2021, Unrestricted Withdraw Period (Full Tuition Liability)
3/2/2021 - 4/1/2021   Selective withdrawal period ((Full Tuition Liability))
(Please refer to the link for more information: https://registrar.gmu.edu/calendars/spring-2021/)

Course Description
Increasingly field researchers, and most notably social scientists, are confronting the issues of global climate change with their field consultants. Although versed in the frames of adaptive capacity and resilience, there remains doubt that these coping mechanisms are sufficient and that perhaps environmental and cultural damage, far beyond the reach of restoration, is occurring. We are in an emergency state now as field researchers. We are confronted with an ethical and moral issue. And we are left with a flurry of questions, directly related to our age-old struggle as academics to reconcile our applied, public and activist roots. What is our proper response and what is our responsibility to our consultants in these revelations? How do we translate, advocate, educate, and mediate? What are the theoretical frames that inform our queries? What insights can we gain and use from the work being done where communities are the hardest hit--where global climate change is already having profound effects (for example, the Arctic, Africa, and South Asia)? What are the challenges faced by the current scientific models in trying to bring their research to bear in a meaningful way? How can we link knowledge to action, vulnerability to learning to cope and to be responsible? How do we link our expertise to this arena in such a way we are not part of the problem but part of the solution? How do we negotiate and

communicate research findings effectively to influential policy makers? Given the increasing effect that global climate change is having on local populations across the globe and the highly charged geopolitical arena in which action must be taken, understanding the academy's role as we witness, communicate, and act in response to global climate change is paramount.

GOALS OF THIS COURSE

In this course we will investigate academia's role(s) in global climate change issues, with a focus on the social sciences. You will gain an in-depth knowledge of the diverse ecological, cultural and policy issues of global climate change. As an emerging scholar/practitioner yourself, you will understand the need to develop and participate in interdisciplinary, collaborative projects to address the complexity of issues that global climate change implies. You will be fluent in the current science of global climate change, including causes and necessary responses, global climate change's human rights and social justice issues, the vulnerability to global climate change of place-based/ marginalized populations at home and abroad, relevant issues associated with communication and behavior change, the place of policy, and the multiple existing and potential roles of academic action. You will also gain some practical experience in the above issues and approaches through in-class large and small group exercises exploring global climate change issues and via a semester-long research paper specific to your interests in the field of climate change.

Content Goals:
-Develop an appreciation of the ecological, cultural, communication and policy issues of global climate change;
-Describe the various ways that climate and culture interact and affect each other and provide examples based on the past and present;
 -Identify the human rights and social justice issues of global climate change;
 -Explain how place-based and marginalized communities around the world are affected by global climate change and how anthropologists and other social scientists can effectively work with them using collaborative, action and community-based research;
-Discuss the various roles of practitioners in working on global climate change issues and of policy interventions;
-Understand the extent to which communities in your region are affected by global climate change;

CLASS STRUCTURE

We will spend class time discussing the assigned readings in mini-lecture, peer-teaching and small group formats. We will also supplement readings with films and perhaps guest lectures. Since learning to collaborate is such a needed and fruitful endeavor, we will also spend some time in class working in partner or trios to develop collaborative research/adaptation projects. Your partner(s) will be familiar with your work and you theirs. You will act as sounding boards for each other's work over the course of your projects and for your final presentations.

Blackboard Login Instructions

Access to MyMason and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

Required Textbooks

Readings supplied by instructor and posted on the Blackboard Link:

Course Learning Outcomes

In this course, students will learn to:

 -Research, analyze, and critique supplemental literature on class themes;
 -Present materials and participate classroom discussion;
 -Develop an interdisciplinary collaborative research design for global climate change issues.
 -Develop an adaptation project for global climate change issues.

Technology Requirements

Hardware: You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. The storage amount needed to install any additional software and
2. Space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to Patriot Tech to see recommendations.

Software: Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See supported browsers and operating systems. Log in to myMason to

access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use Acrobat Reader, Flash, Java, and Windows Media Player, QuickTime and/or Real Media Player. Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free here.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch this video about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Course-specific Hardware/Software

Check the syllabus for your course or contact the instructor prior to the start of the course to find out about specific technical requirements for your class. Hardware or software required for your course or program may be available for purchase at Patriot Computers (the University's computer store that offers educational discounts and special deals).

Course Schedule

Date	EVPP 436 001: Topics & Reading Assignments	Due
Jan 29	**Course Overview**	
Feb 5	**The Basic Science of Climate Change** **The Human Dimensions** Readings: IPCC Summary for Policy Makers WG 1 Climate Change Evidence & Causes NAS	

Date	EVPP 436 001: Topics & Reading Assignments	Due
Feb 12	**Climate Change: Human History and Culture Change** Watch: The great global warming Swindle	Submit preliminary research topic
Feb 19	**Vulnerability: Concept and Practice** Smit and Wandel (2006) Brodnig and Prasad (2010) O'Brien, K. L., and R. M. Leichenko. (2000)	
Feb 26	**Vulnerability worksheet**	
March 5	**Vulnerable regions and people (emerging issues)** Case studies: Arctic, Mountain, Island, and Floodplain areas **Vulnerable regions and people (emerging issues)** Case studies: Arctic, Mountain, Island, and Floodplain areas	
March 12	**UN Conference preparation and Logical Framework.**	Abstract, outline, preliminary bibliography for term projects
March 19	**Adaptation and Resilience: Concept and Practice** Adger et al. (2012), Tanner and Prasad (2015) Prasad et al (2009)	

Date	EVPP 436 001: Topics & Reading Assignments	Due
March 26	**Mitigation: Concept and Practice** Bulkeley, H. (2010) Optional: IUCN (2002): Carbon, Forest and People	
April 2	**Climate Change Project Management** Community-Based Adaptation Toolkit: CARE	Concept note and Logical Framework due
April 9	Guest Speaker	Students submit main argument for Simulated UN conference
April 16	**Simulated UN Conference**	
April 23	Student work on their project	
April 30	**Students' Presentations** (we might adjust this date and do all the presentations in one day)	Take home release Final research paper due on April 30
May 7	Take home released submission (via Blackboard)	Take home submission

Assignments Description

There are three kinds of written assignments and a simulated UN conference:

1. An abstract, an outline and preliminary bibliography for your term research project (double-spaced, approximately 3,500+ words.
2. Adaptation/Mitigation Project Concept Note with a logical/result framework (2-3 pages).
3. A cumulative final exam (take home, open book).

Your point total is defined in the following paragraphs,

20%	**Participation**	Ongoing
20%	**Final Research Project**	April 30
20%	**Adaptation/Mitigation Project Concept Note**	April 2
20%	**Simulated UN conference**	April 16
20%	**Take Home Final**	May 7

Attendance & Participation*: This class is a student-based learning experience. Discussions of readings and themes, and student presentations, make up most of the sessions. You will be graded on your informed participation, and that requires careful, timely preparation and regular attendance. 'Participation' is two-fold: 1) Attendance is required. Because this is a *seminar,* you and your classmates' success depends on regular attendance, thorough preparation for and active participation in each class. Since you have registered for this class, I assume you will be able to attend every class. You forfeit 2 points for every unexcused absence. If you have an emergency, involving life and death circumstances beyond your control that prevent your attendance, please contact me immediately to discuss your situation and work needed to proceed in the course. 2) Preparation is required. This course requires a substantial amount of reading. Before coming to class, complete and think critically about that class's readings.   Please come to class prepared to discuss the week's readings according to the important concept questions. Sessions will include mini-lectures, general discussions, films and other audio-visuals.

*It is the student's responsibility to speak to the instructor in advance in the event that their religious observances will impact their participation in class activities and assignments.

Final research paper

This assignment is geared towards enhancing your research, critical thinking, and analytical writing skill. You will write a review paper on a topic related to human dimensions of global climate change. The topic should be suitably ambitious and should provide an innovative and insightful analysis of a significant question. Please make the paper an interdisciplinary and expansive survey of the literature relevant to your inquiry. To research these topics you are expected to use a combination of web and library sources. You may begin with a web search and supplement what you find with several book / journal references. For example, you would first search the web to find information, and then search the library holdings for books and journal articles on your topic with keywords from your web search. Based on this research, you are to write a review paper, 3,500+ words (double-spaced) in length PLUS a bibliography including at least 10 hard and web sources (minimum 5 should be peer reviewed articles).

Simulated UN conference

This assignment is geared towards enhancing your negotiation skill and expose to the highest level of policy discussions related to global climate change. Each year the world's nations gather at the UN'S Conference of the Parties meeting to review global progress in addressing climate change. At these meetings targets for climate policy are set and countries negotiate what their responsibilities should be and what others should be doing. In this assignment students will/may split up into groups and assigned a country to represent (instructor may decide group composition). Groups will then have to prepare a statement to present to the class which outlines their country's negotiating position on climate change. Time will be allocated for negotiations where other countries question the presenting group.

Adaptation Project Concept Note

This assignment is geared towards enhancing your operational and planning skill. You are expected to develop a concept note for an adaptation projects and that includes developing a logical/result framework. Instructor will provide you enough background, rubric and examples to complete this assignment.

Course Policies

Late Assignments: All assignments must be turned in on the due date given on the assignment sheet.

Instructor-Student Communication: I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder. Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

1. Syllabus
2. Ask Professor

Feel free to respond to other students in the Ask Professor forum if you know the answer.

Technology. You will need a reliable computer and internet access to view course materials in Blackboard. You will need to video record your two role-plays and you can do that with a smartphone or other video camera, such as Kaltura CaptureSpace in Blackboard.

Grading Scale

F	<63
D	64
C-	70
C	73
C+	77
B-	80
B	83
B+	87
A-	90
A	93

A+	94+

University Policies and Resources

a. <u>Academic Honesty:</u> You are expected to be familiar with and abide by the University's Honor Code. The Code can be found <u>here</u>. It is your responsibility to see me if you have questions about these policies. George Mason University has an honor code that states the following:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

b. Students must follow the university policy for <u>Responsible Use of Computing</u>

c. <u>Student services:</u> The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).

d. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

e. <u>The George Mason University Counseling and Psychological Services (CAPS)</u> staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance.   Counseling Center: Student Union I, Room 364, 703-993-2380.

f. Students with disabilities who seek accommodations in a course must be registered with the <u>George Mason University Office of Disability Services (ODS)</u> and inform their instructor, in writing, at the beginning of the semester. All academic accommodations must be arranged through that office. Please note that accommodations <u>MUST BE MADE BEFORE</u> assignments or exams are due. I cannot adjust your grade after the fact.

g. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

h. <u>The George Mason University Writing Center</u> staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703-993-1200. The writing center includes assistance for students for whom English is a second language.

i. <u>Diversity</u>: George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.