

APPLIED ARTS DIVISION
CCPC 504
Credit Course
Spring, 2020



COURSE OUTLINE

CCPC 504

CLIMATE CHANGE POLICY FIELD SCHOOL

3 CREDITS

PREPARED BY: Dr. Katrine Frese, Instructor/Coordinator
DATE: December 5, 2019

APPROVED BY: Dr. Andrew Richardson, Dean
DATE: Click or tap to enter a date

APPROVED BY ACADEMIC COUNCIL: Click or tap to enter a date
RENEWED BY ACADEMIC COUNCIL: Click or tap to enter a date



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LEADING SUSTAINABLE CHANGE - FROM KNOWLEDGE TO ACTION

INSTRUCTOR: Dr. Katrine Frese

OFFICE HOURS: online

CLASSROOM: online, classroom and field

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DATES: May 4-June 29, 2020 (with 10 field days in early June)

COURSE DESCRIPTION

The Post-Degree Certificate in Climate Change Policy field school is a three-credit, ten-day practical experience designed to demonstrate the effects of climate change on the northern physical and biological ecosystem as well as effects on infrastructure and communities, including indigenous culture and traditions. Students will explore examples of permafrost thaw, glacial retreat and shifting biomes and discuss immediate policy issues with communities, governments and relevant organizations that hold public and private interests.

As such, there will be various field excursions to show students the possible spectrum of climate change effects on the environment as well as their impact on infrastructure, communities and traditional living. Students will benefit from the presence of professionals sharing their experiences during the site visits. Additionally, students will visit communities and have face-to-face meetings with representatives from indigenous and territorial governments. These meetings will emphasize the relationships between local and regional environments and their natural resources and hazards through a climate change policy perspective. Community well-being and sense of place as well as other socio-economic factors will also be explored.

PREREQUISITES

Students must have completed CCPC 500, CCPC 501, CCPC 502 and CCPC 503 to be eligible to enroll in the field school or obtain permission from the School of Liberal Arts to attend this course.

RELATED COURSE REQUIREMENTS

This blended course requires that students are able to engage effectively through the Yukon College learning management system (LMS). All students must have access to a

personal computing device that meets the minimum operating requirements as described by Yukon College's Information Technology and Learning Commons (ITLC).

Email and frequent internet access are an important part of this course. This course will emphasize the importance of locating and managing information on the internet, as this is an essential tool for interdisciplinary research. The instructor will communicate through a variety of electronic means. The use of Yukon College's LMS is mandatory.

EQUIVALENCY OR TRANSFERABILITY

This course has been recently re-developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Liberal Arts.

LEARNING OUTCOMES

Upon successful completion of the field school, students will be able to

- Distinguish between a variety of effects of climate change on the environment and on Northern communities and governments (including effects on indigenous culture, Traditional land-based activities, infrastructure etc.), as experienced during the field school
- Identify practical skills employed in climate change science and monitoring field
- Identify practical skills employed in socio-community work and research, including indigenous people's engagement and protocol
- Link climate change impacts on local environments and corresponding resources with community needs and issues being faced, to create an adaptation and mitigation vision for the future, and initiate the policy process reflecting and respecting Northern and indigenous values
- Recognize the key players in decision making within the Yukon regulatory regime, while being aware of existing laws and policies that relate to climate change
- Initiate dialogue between key players and develop strong inter-disciplinary and cross-cultural working relationships and active collaborations to support the climate change policy development, implementation and evaluation processes
- Prepare and use technical reports, briefing notes and/or policy drafts on various climate change adaptation and mitigation topics

COURSE FORMAT

This course will be delivered through direct classroom contact, fieldwork and online.

ASSESSMENTS

Attendance and participation - A student enrolled in this course will not be successful without active participation in both class and field work.

Assignments - Students will work on various projects (or modules) in a collaborative environment. Students will be required to complete three assignments, including a climate change policy project related to a community and/or within their employment area (word processed, 6000 words). A 10 to 15-minute presentation of the project is required. All three assignments (see table below) must be completed to obtain a final grade.

Students are expected to hand in deliverables on time. Schedule of deadlines will be provided in class and is found on the course site. Students will be penalized for handing assignments in late.

If a student is aware that they have a conflict with a due date, it is the student's responsibility to make arrangements with the instructor accordingly. There is no guarantee that accommodations can be made.

EVALUATION:

The course grade will be determined as follows:

Active and Engaged Participation (including preparation for following field day)	30 %
Assignment 1: Field book and corresponding report (e.g., mapping, monitoring, natural science based)	15 %
Assignment 2: Climate Change Policy (e.g., develop survey for specific topic; develop draft policy document for specific issue) referring to community visits, focusing on socio-economic issues	15 %
Assignment 3a: Project Paper/ Report (possible topics given at beginning of semester)	25 %
Assignment 3b: Presentation	15 %
Total	100 %

REQUIRED TEXTBOOKS AND MATERIAL

There is no assigned textbook for this course. Reading materials will be loaded on to the course website prior to the beginning of the course and are subject to updates throughout the course. It is the student's responsibility to go online daily to access required reading materials. Students are expected to make use of the required reading list provided.

An equipment list will be sent to students well in advance of the start of the course. The college is not responsible for basic field gear (e.g., hiking boots, rain coat, etc.). If more specialized equipment is needed, it will be provided by the program.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available

for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukoncollege.yk.ca

TOPIC OUTLINE

2020 Tentative Outline

Week	Location	Topic	Potential partners
#1	Whitehorse, Southern Lakes (Carcross, Teslin, Atlin)	Infrastructure/Highway maintenance, Permafrost, Food security, Language, Traditional law, Renewable energy, Firesmaring, Emergency management, Wildlife management, Adaptation plans, Land Use Planning	Kwanlin Dun FN, Taan Kwachan Council, Carcross Tagish FN, Teslin Tlingit Council, Taku River Tlingit FN, Yukon Energy, Yukon Government: Geological survey, Climate Change Secretariat, Community Services, City of Whitehorse, Yukon College Research Center (NCE), Yukon Energy
#2	Whitehorse, Haines Junction, Burwash Landing	Renewable Energy, Forestry, Climate Resilience, Adaptation Plans, Renewable Resources, Traditional knowledge, Research, Permafrost, Infrastructure	Yukon Government: Highways and Public Works, Community Services, EMR Forest Management Branch, Kluane FN, Champagne Aishahik FN, Yukon College Research Center (NCE), Kluane Lake Research Station