



## COURSE OUTLINE

**CCPC 500**  
**CLIMATE CHANGE AND POLICY LITERACY**  
**3 CREDITS**

PREPARED BY: Dr. Katrine Frese, Instructor/Coordinator  
DATE: September 1, 2020

APPROVED BY: Dr. Andrew Richardson, Dean  
DATE: September 1, 2020

APPROVED BY SENATE: Click or tap to enter a date  
RENEWED BY SENATE: Click or tap to enter a date



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## **CLIMATE CHANGE AND POLICY LITERACY**

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### **COURSE DESCRIPTION**

This is the foundation course for the Post-Degree Certificate in Climate Change Policy (CCPC). An overview of current scientific information about climate change, including adaptation and mitigation as well as the fundamentals of public policy development, implementation and evaluation will be delivered. Students will analyze climate change information and discuss its importance for making informed, un-biased recommendations for public policy initiatives.

The climate change modules will be based on the authoritative frameworks established by the Intergovernmental Panel on Climate Change (IPCC). These modules will examine changes observed in the climate system and explain the related interactive natural processes, including natural and anthropogenic drivers. Because traditional knowledge and indigenous worldviews have value, they will be given full and fair consideration in developing a comprehensive perspective on climate change. In addition, the course explores the impacts of climate change on natural and human systems and discusses adaptation and mitigation concepts.

The policy modules will provide a solid understanding of the various fields, tools and stages of policy development, from analysis to evaluation, and include public policy analysis in an indigenous government setting. These modules also explore the relationship between law and public policy, as well as the role of legal institutions in setting public policy.

### **PREREQUISITES**

Students must be eligible to register in the Climate Change Policy Certificate or obtain permission from the School of Liberal Arts to register in this course.

### **RELATED COURSE REQUIREMENTS**

This online 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 course, students will be able to

- Describe current scientific and indigenous perspectives on climate change
- Compare commonly used tools to describe changes in the climate system, such as environmental monitoring, statistics, mapping, GIS, predictions, modelling, scenarios, Elders knowledge and oral history
- Analyse and evaluate commonly used climate change information
- Explain the basic processes of policy development, policy implementation and evaluation in various contexts, including indigenous government settings
- Recognize the importance of sound, informed recommendations, based on science and traditional knowledge, for public policy initiatives
- Identify undue biases in the policy-making process to ensure informed decision making and recommend policy revisions in the evaluation phase accordingly.

### **COURSE FORMAT**

This course will be delivered through an online learning management system (LMS) and potentially web conferencing. Courses are modularized. Students will be expected to read assigned module readings and are encouraged to explore and read supplementary materials.

This online course is taught in an asynchronous format requiring students to participate in an equivalent of a 3 hour in-person lecture, including discussion per week. Students should also expect to spend an additional up to 6 hours per week for readings and assignments.

**ASSESSMENTS:**

*Attendance and Participation* - A student enrolled in this course will not be successful without active participation. Although online, all lectures, assignments, and seminar classes complement each other, and failure to attend any portion of the class will severely limit a student's ability to effectively learn course material.

*Module Exercises* – Students will be given four gradable module exercises (study questions, short essays, letter to the editor, or similar) throughout the course. All four assignments must be completed to obtain a final grade.

*Online Discussion Board* – on a weekly basis, students will post meaningful contributions (minimum of 150 words) to an online discussion board.

*Research or Policy Analysis Paper* – students will prepare an analytical term paper on a topic chosen in consultation with the instructor (word processed, approximately 3500 words). Each paper must include a reference list using academic citation standards. Regular statements of progress of the paper will be required.

*Research or Policy Analysis Paper Presentation* – Each student (or group) will be required to deliver a 10-minute presentation on their paper.

*Final Exam* – There will be a “take home” final exam consisting primarily of short answer and essay questions.

Students are expected to hand in assignments in a timely manner. A schedule of deadlines will be provided in class and is found on the course site. All assignments are due at the beginning of class. Assignments submitted up to one week late after deadline will have 25% deducted from the mark. Assignments submitted up to two weeks late will have 50% deducted from the mark. After two weeks, a mark of 0% will be given. This does not apply to the online discussion board. Postings to the online discussion board are mandatory on a weekly basis. Further grading will be provided on the course website.

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.

**EVALUATION:**

Module Exercises, four at 5% each	20%
Online Discussion Board	10%
Paper	15%
Presentation	15%
Exam	40%
Total	100%

**REQUIRED TEXTBOOKS AND MATERIAL**

There is no assigned textbook for this course. Students are expected to make use of the required and recommended reading/media list delivered with each online lecture. It is the student's responsibility to go online weekly to access required reading materials. Note: The reading list below provides just a snapshot and is not considered complete. Due to the matter of the subject, reading lists will be updated regularly on the course website throughout the term.

- Intergovernmental Panel on Climate Change, Fifth Assessment Report, Physical Science Basis, Summary for Policy Makers.  
<https://www.ipcc.ch/report/ar5/wg1/>
- Intergovernmental Panel on Climate Change, Fifth Assessment Report, Impacts, Adaptation and Vulnerability, Summary for Policy Makers.  
<https://www.ipcc.ch/report/ar5/wg2/>
- Intergovernmental Panel on Climate Change, Fifth Assessment Report, Mitigation of Climate Change, Summary for Policy Makers.  
<https://www.ipcc.ch/report/ar5/wg3/>
- Streicker, J., 2016. *Yukon Climate Change Indicators and Key Findings 2015*. Northern Climate Exchange, Yukon Research Centre, Yukon College, 84 p.  
[https://www.yukoncollege.yk.ca/sites/default/files/inline-files/Indicator\\_Report\\_Final\\_web.pdf](https://www.yukoncollege.yk.ca/sites/default/files/inline-files/Indicator_Report_Final_web.pdf)

- Environment Yukon, Climate Change Action Plan and progress Reports

<http://www.env.gov.yk.ca/publications-maps/plansreports.php#climate>

- MacKay, M. and L. Shaxton. *Understanding and applying basic public policy concepts.*

[http://www.politicipublice.ro/uploads/understanding\\_public\\_policy.pdf](http://www.politicipublice.ro/uploads/understanding_public_policy.pdf)

- Miljan, L., 2012. *Public policy in Canada: An introduction.* Oxford University Press.
- Bardach, E. and Patashnik, E.M., 2015. *A practical guide for policy analysis: The eightfold path to more effective problem solving.* CQ press.

## **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 University.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon University 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 University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukonu.ca/yfnccr](http://www.yukonu.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 University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, they should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.



**TOPIC OUTLINE**

<b>Week</b>	<b>Topic</b>
<b>#1</b> <b>Sept 03-09</b>	Introduction and Orientation; What is climate change?
<b>#2</b> <b>Sept 10-16</b>	Climate change – The scientific consensus
<b>#3</b> <b>Sept 17-23</b>	Climate change data, tools and methodologies, including Indigenous worldviews on climate change; <i>Module exercise #1 due Sept 23</i>
<b>#4</b> <b>Sept 24-30</b>	Climate change impacts in the North <i>Assignment of semester paper topics</i>
<b>#5</b> <b>Oct 01-07</b>	What is adaptation in a climate change context?
<b>#6</b> <b>Oct 08-14</b>	What is mitigation in a climate change context?
<b>#7</b> <b>Oct 15-21</b>	Dealing with uncertainty: scientific uncertainty; <i>Module exercise #2 due Oct 21</i>
<b>#8</b> <b>Oct 22-28</b>	Principles and practice for policy development
<b>#9</b> <b>Oct 29-Nov 04</b>	Foundations for climate decision-making; <i>Module exercise #3 due Nov 4</i>
<b>#10</b> <b>Nov 05-11</b>	Methods, tools and processes for climate-related decisions (part1): scenario planning
<b>#11</b> <b>Nov 12-18</b>	Methods, tools and processes for climate-related decisions (part 2): vulnerability assessment, risk assessment and adaptive management; <i>Module exercise #4 due Nov 18</i>
<b>#12</b> <b>Nov 19-25</b>	Dealing with uncertainty in policy-making; <i>Paper due Nov 25</i>
<b>#13</b> <b>Nov 26-Dec 2</b>	Class presentations
<b>TBD</b> <b>(Week of Dec 7)</b>	Exam