The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:

Global Climate Change Policy

Course Number:

IAS 5940-106

Course Description:

Climate change is a difficult, contentious, and important issue. Climate change will also likely be the defining environmental issue of the 21st century. This course will investigate the complexity of climate change policy by exploring the success and failures of current and past climate change policies, as well as the possibilities for the future. Through this course, we will integrate the biological, physical, and social sciences and attempt to answer many important questions such as: What is the scientific basis for our understanding of climate change, and in what ways is that scientific basis uncertain? What policy solutions might be necessary or preferred to address climate change? And, what are the challenges and barriers to developing effective climate change policy?

Class Dates, Location and Hours:

Dates:	September 19 – 25, 2016
Location:	Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.
Hours:	Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: August 21, 2016

Site Director:

Christopher Della Valle. Assistant: Sasha Ramdeen. 2189 Crystal Plaza Arcade, Arlington, VA, 22202. Phone: 703-418-4800; Fax: 703-418-2730; E-mail: apwashington@ou.edu

Professor Contact Information:

Course Professor:	Adam W. Gibson, Ph.D.
Mailing Address:	University of Oklahoma 1639 Cross Center Dr., Suite 300 Norman, OK 73019
Telephone Number:	(405) 325-2573
E-mail Address:	adam.gibson@ou.edu
Professor availability:	The professor will be available to students via e-mail in the weeks preceding the start of the course and will hold office hours on site 30 minutes prior to the start of each class session.

Instructional Materials:

All course readings will be posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Course Objectives:

By the end of this course, students will be able to:

- Explain and evaluate the evidence for human-caused climate change.
- Explain and quantify the impacts of climate change on human well-being and the natural world, and evaluate means by which these impacts can be reduced (resiliency and adaptation).
- Evaluate the successes and failures of past national and international efforts to address climate change, and evaluate prospects for future management of climate change.
- Assess the communication of science and policy for climate change, as a successful or unsuccessful example of how science and policy can and should inform one another.

Course Outline

I. Review of climate change science, Monday, September 19

   a. **First essay assignment** (1250 words) **due to D2L dropbox prior to our first class meeting on Monday, September 19:** Summarize the scientific basis for human-induced climate change. Outline the historical data associated with climate change, some of the major arguments for man's role in climate change, and the uncertainties associated with the idea of human-induced climate change. Review the IPCC Working Group II report for information (http://www.ipcc.ch).

   b. Science, history, and effects – Summary for Policy Makers - IPCC, 2013: *Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change*

II. How does climate change policy work?, Tuesday September 20

   a. Vulnerability – Adger, N. W. (2006). Vulnerability. *Global Environmental Change – Human and Policy Dimensions, 16*(3), 268-281.

   b. Game Theory – Hovi, J., Ward, H., & Grundig, F. (2015). Hope or despair? Formal models of climate cooperation. *Environmental Resource Economics, 62*, 665-688.

   c. Policy types

   d. Economics Primer

III. Climate change policies, Wednesday, September 21

   a. US policies

   b. International policies – McCright, A. M., Dunlap, R. E. (2003). Defeating Kyoto: The conservative movement's impact on U.S. climate change policy. *Social Problems, 50*(3), 348-373.

   c. IPCC – Victor, D. G. (2015). Embed the social sciences in climate policy. *Nature, 520*, 27-29.

IV. The psychology of climate change, Thursday, September 22

   a. Conspicuous consumption – Sexton, S. E, & Sexton, A. L. (2011). Conspicuous conservation: The Prius effect and willingness to pay for environmental bona fides. University of California – Berkeley.

   b. Environmental attitudes and behaviors – Carlton, S. J. & Jacobson, S. K. (2013). Climate change and coastal environmental risk perceptions in Florida. *Journal of Environmental Management, 130*, 32-39.

   c. Communication of science

V. Why should we address the issue of climate change?, Friday, September 23

a. Student climate change article reviews – The purpose of this activity is to give students experience consuming and critically evaluating scientific literature associated with climate change. Choose a scientific article related to climate change (I suggest using the OU database Web of Science to locate an appropriate article), and come to class prepared to lead a discussion on your article. In order to do this, you will need to summarize the article for the class to provide context, and then outline some questions that can be used to lead the class in a discussion related to your article. I highly suggest you begin this process before the start of class and run your article by me to make sure it is appropriate.

b. During class students will present their articles informally

c. Energy and natural resource use

d. Environmental justice – Chapter 13, IPCC Working Group II Report, *Climate change 2014: Impacts, Adaptation, and Vulnerability*

VI. The future of climate change policy, Saturday, September 24

a. Policy of the future – Gerlagh, R. & Michielsen, T. O. (2015). Moving targets – Cost-effective climate policy under scientific uncertainty. *Climate Change, 132*, 519-529.

b. Course review

c. Additional topics

VII. Student presentations, Sunday, September 25

a. Students will prepare and deliver a 10-minute presentation on a topic related to climate change policy, and then lead a short (approximately 5-minute) discussion. I suggest you submit your topics to me beforehand and begin this process at least a week before classes begin.

Assignments, Grading, and Due Dates:

The instructor will be available for consultation via e-mail (preferred) in advance of the course, so that students wishing to obtain guidance on the first essay assignment may do so. **All students should check their OU e-mail regularly after September 4 for communications from the instructor about the course.**

Post-course assignment

Essay of 2000 words, **due to the D2L dropbox no later than noon Central Standard Time, Sunday, October 9:**

1. Given all that you've learned, what does the future hold with respect to global climate change policy?
2. Which solutions or mitigation strategies should we pursue (if any), and why?
3. Which should we definitely not pursue, and why?
4. What issues do we need to address before or during we attempt to address climate change, why?
5. What can you personally do to bring about positive change with respect to climate change and climate change policy? Have you been doing that in the past? Why or why not?

Policy for Late Work

Modest extensions required by urgent circumstances may be granted for written work if requested well in advance.

Grading

This is a letter-graded course: A, B, C, D, or F. There are five graded components to the course:

Assignment	Due Date	Percent of Grade
Pre-course paper of approximately 1250 words (5 double-spaced pages)	Due prior to or at the first class meeting	20%
Student presentation of a scientific climate change article	During class sessions	15%
Student presentation on a climate change topic not covered in the course	During class sessions	25%
Contributions to class discussions	During class sessions	10%
Post-course essay of 2000 words (8 double-spaced pages)	**Due by noon Central Time on Sunday, October 9**	30%

Contributions to class discussions throughout the week will be measured in terms of quality, not simply quantity, and especially thoughtful consideration of the assigned readings.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor-mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/

INSTRUCTOR VITA

Adam W. Gibson, Ph.D.

Education

- 2011 Ph.D., Human Dimensions of Natural Resources, Colorado State University, CO
- 2008 M.S., Human Dimensions of Natural Resources, Colorado State University, CO
- 2005 B.S. Zoology, University of Oklahoma, OK

Current Positions

Senior Research Associate, Educational Training, Evaluation, Assessment, & Measurement (E-TEAM) Department, College of Continuing Education, University of Oklahoma
Instructor, Environmental Studies Program, College of Arts and Sciences, University of Oklahoma

Major Areas of Teaching and Research Interest

- Environmental Psychology
- Wilderness Philosophy
- Natural Resources and Society
- Climate Change Vulnerability
- Human Dimensions of Coastal Ecosystems

Representative Publications and Presentations

- Gibson, A. W., Hess, G., McHale, M., Peterson, N., & McCormick, S. (In Review) Perceptions of climate change in a land-locked city. *Climatic Change*.
- Gibson, A. W., Newman, P., Benfield, J., Bell, P., & Lawson, S. (2014). Photograph presentation order and range effects in visual based outdoor recreation research. *Leisure Sciences,* 36(2), 183-205.
- Gibson, A. 2014. Environmental economics. *University of North Carolina at Wilmington Lecture Series,* Wilmington, NC.
- Gibson, A. 2014. Public perception of climate change. *Social Coast Forum,* Charleston, South Carolina.
- Gibson, A. 2012. Applications of human dimensions concepts to the management of coastal resources. *Coastal Resource Management Seminar Series, East Carolina University,* Greenville, NC.

Public Service

- Science & Technical Advisory Committee Member, Albemarle-Pamlico National Estuary Partnership, Raleigh, NC
- Committee Member, Preservation and Architectural Review Committee (PARC), Manteo, NC