



## COURSE OUTLINE

**CCPC 501**  
**POLICY RESPONSES AND OPTIONS**  
**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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<b>INSTRUCTOR:</b>	Dr. Katrine Frese	<b>OFFICE HOURS:</b>	online or phone call
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### **COURSE DESCRIPTION**

This course provides an in-depth analysis of development and implementation of climate change policy at international, national, and regional levels. Emphasis will be given to the Northern context, including the role of governance, negotiation, engagement and consultation. Emerging interdisciplinary topics on adaptation and mitigation, such as market-based and economy-wide options for reducing carbon in the atmosphere, renewable energies, and the role of traditional technologies will be explored.

A multitude of factors that influence policy-making in the North will be investigated. The influences of both local and global policy initiatives will be considered. Students will analyze current policies with respect to climate change adaptation and mitigation. Examples will range from local to global and will include policies and treaties, for example the United Nations Framework Convention on Climate Change Paris Agreement or the Assembly of First Nations' National Water Declaration (Canada). Through case studies, students will learn how and why governments make decisions, and how they, along with non-governmental organizations and private sector companies, respond to policy initiatives. While studying the policy process, students will consider the role and contributions of various stakeholders and partners. As well, Canada's approach and practice regarding consultation and engagement are discussed. In addition, the course will touch on consultation in the Yukon context via examples such as the Final Agreements and indigenous peoples that have chosen another path of self-determination.

### **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

- explain the multitude of factors that influence climate change policy making in the North
- analyse and evaluate existing policies with respect to climate change adaptation and mitigation, including northern and indigenous contexts
- recognize the role and contributions of various types of stakeholders and parties in various contexts during all stages of climate change policy development and during the implementation process
- explain policy responses comprehensively, including the process behind the policy responses and providing rationale for the decisions made by the decision maker, if applicable
- manage interdisciplinary approaches taken at the climate science-policy interface with cross-cultural awareness, including respecting indigenous worldviews)
- communicate interdisciplinary policy content effectively for a northern context.

### **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 (briefing note, letter to the editor, plain language summary, essay 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 contributions (minimum of 150 words)

*Policy Analysis Review Paper* - students will prepare an analytical review paper on a climate change policy topic, chosen in consultation with the instructor (word processed, 3500 words). Each paper must include a reference list/bibliography using academic citation standards.

*Policy Analysis Review Paper Presentation* - Each student will be required to deliver a 10-minute presentation on their paper. Presentations will be graded on the clarity of the material presented, oral presentation skills, and the quality of visual presentation aids, and the quality of the responses to questions posed by the audience and instructor following the presentation.

*Final Exam* - There will be a take-home final exam consisting of short answer/essay questions and analysis of a policy problem.

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 7.5% each	30%
Online Discussion Board	10%
Paper	25%
Presentation	10%
Exam	25%
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.

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- United Nations Framework Convention on Climate Change  
<https://unfccc.int/>
- Kyoto Protocol  
<https://unfccc.int/process-and-meetings#:a0659cbd-3b30-4c05-a4f9-268f16e5dd6b>
- Paris Agreement

<https://unfccc.int/process-and-meetings#:a0659cbd-3b30-4c05-a4f9-268f16e5dd6b>  
[http://unfccc.int/files/meetings/paris\\_nov\\_2015/application/pdf/paris\\_agreement\\_english\\_.pdf](http://unfccc.int/files/meetings/paris_nov_2015/application/pdf/paris_agreement_english_.pdf)

- Vancouver Declaration. March 2016  
<https://scics.ca/en/product-produit/vancouver-declaration-on-clean-growth-and-climate-change/>
- Pan-Canadian Framework. December 2016  
<https://scics.ca/en/product-produit/pan-canadian-framework-on-clean-growth-and-climate-change/>
- Government of Canada. Service Canada. 2016. Budget 2016: Growing the middle class, Chapter 4 – A Clean Growth Economy.  
[http://www.budget.gc.ca/2016/docs/plan/ch4-en.html#\\_Toc446106748](http://www.budget.gc.ca/2016/docs/plan/ch4-en.html#_Toc446106748)
- 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/>
- Environment Yukon, Climate Change Action Plan and progress Reports  
<http://www.env.gov.yk.ca/publications-maps/plansreports.php#climate>
- Clark, T.W.2002. The Policy Process: A Practical Guide for Natural Resource Professionals. Yale University 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](mailto:lac@yukonu.ca).



**TOPIC OUTLINE**

<b>Week</b>	<b>Topic</b>
<b>#1</b> <b>Sept 03-09</b>	Introduction and Orientation; Why is climate change an international problem?
<b>#2</b> <b>Sept 10-16</b>	History of climate change policy; <i>Module exercise #1 due Sept 16</i>
<b>#3</b> <b>Sept 17-23</b>	Climate change and environmental policy options
<b>#4</b> <b>Sept 24-30</b>	Case studies of environmental policy responses from global to local - Example Environmental Assessment (EA); <i>Assignment of semester paper topics</i>
<b>#5</b> <b>Oct 01-07</b>	Climate change and health policy options
<b>#6</b> <b>Oct 08-14</b>	Case studies of health policy responses from global to local; <i>Module exercise #2 due Oct 14</i>
<b>#7</b> <b>Oct 15-21</b>	Climate change and economic policy options
<b>#8</b> <b>Oct 22-28</b>	Case studies of economic policy responses from global to local; <i>Module exercise #3 due Oct 28</i>
<b>#9</b> <b>Oct 29-Nov 04</b>	Climate change and mitigation policy options
<b>#10</b> <b>Nov 05-11</b>	Case studies of mitigation policy responses from global to local
<b>#11</b> <b>Nov 12-18</b>	Sustainability; <i>Paper due Nov 18</i>
<b>#12</b> <b>Nov 19-25</b>	Linking adaptation and mitigation with sustainable development/ climate resilient pathways; <i>Module exercise #4 due Nov 25</i>
<b>#13</b> <b>Nov 26-Dec 2</b>	Class presentations
<b>TBD</b> <b>Week Dec 7</b>	Exam