



Undergraduate Course Syllabus

COURSE:	SCIN 1010 Topics in Physical Science: CLIMATE CHANGE, GLOBAL WARNING?
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Location:	LEIDEN	Term: Summer, 2009 Two-weeks: Daily classes
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<i>The Instructor:</i>	
<i>Name:</i>	Ms Tara De Porte
<i>Availability:</i>	In the Netherlands 26 June-20 July otherwise available via email/phone
<i>Home Phone:</i>	
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<i>About the instructor</i>
<p>DePorte has worked for many years as Program Director for a NYC non-profit, the Lower East Side Ecology Center, developing opportunities for inner-city youth to learn about, and develop responsibility for, their local environment. She has worked alongside countless local environmental and youth organizations, as well as local city government offices, in addition to her international work.</p> <p>Her international accomplishments include the development and coordination of capacity building trainings for international women participating in United Nations-sanctioned environmental conferences, representing women's environmental leadership at the United Nations, working with lead officials on gender and environmental international policy development, as well as, teaching at the University level. Often DePorte serves the role of "facilitator", where she helps with creating and maintaining dialogues between different groups, such as scientists and politicians, or the general public.</p> <p>In 2006, DePorte was chosen to be a representative of Al Gore's, The Climate Project. With a BA in Human Impacts on Ecosystems from the University of Virginia and a MA in Climate and Society from Columbia University, DePorte's formal education has focused on issues of sustainable development, society, and</p>

the environment. Professionally, her international experience includes work throughout Latin America, the Caribbean and Europe, working with colleagues throughout the world on social/environmental education, policy and networking.

Lower East Side Ecology Center: www.lesecologycenter.org

Lower East Side Ecology Center Sustainable Business Program:
www.EcoBizNYC.org

NYC Climate Coalition: www.nycclimate.org

Other Speakers

Dr. Wilco Hazeleger, Head of Global Climate Division, KNMI (Invited)

KNMI is the national institute for weather, climate research and seismology. It disseminates weather information to the public at large, the government, aviation and the shipping industry in the interest of safety, the economy and a sustainable environment. To gain insight into long-term developments, KNMI conducts research on climate change. Making the knowledge, data and information on hand at KNMI accessible is one core activity. KNMI is an agency of the Ministry of Transport, Public Works and Water Management (Ministerie van Verkeer & Waterstaat).

Sible Schone, Program Director, HIER

Sible Schone, who has previously worked at WWF NL and has experience in the Climate Change for over 20 years. He is now Program Director of an awareness raising coalition in the Netherlands called HIER. Hier (Dutch for 'Here') is the name of a large Dutch climate program whose fundamental idea it is to stress the immediate necessity to implement adaptation projects and initiatives to climate change. Hier introduces a new brand uniting and representing all initiatives that reduce the risk of climate change.

Kelly de Bruin, PhD Candidate, Wageningen University

Specializing in adaptation and mitigation strategies in policy development, Ms. de Bruin has a background in economics, business and climate change issues. She is a part of the Economics Group focuses at the economic analysis of national and international environmental problems. The aim is to contribute to a better understanding of these problems and to identify possible solutions, including policy recommendations. Most of the research takes place under the umbrella of the Wageningen Institute of Environmental and Climate Research (WIMEK) and the Mansholt Graduate School.

The research programme aims at integrating knowledge and insights from natural sciences and technology with economic expertise. The programme focuses on information and information aggregation needed for assessing impacts, cost-effectiveness and efficiency of policy options.

Representative, The Rotterdam Climate Initiative (Invited)

The mission of the Rotterdam Climate Initiative is improving the climate for the benefit of people, the environment, and the economy. That is the goal and the mission of the collective initiators, Port of Rotterdam, the Rotterdam municipality, Deltalinqs, and DCMR Environmental Protection Agency. The Rotterdam Climate Initiative offers a platform for government, organizations, companies and citizens to work together on a fifty per cent reduction of CO2 emissions while at the same time promoting the economy in the Rotterdam region.

THE COURSE

Course Definition (source: Webster University Undergraduate Catalogue)

Explores physical science topics of general interest. May be repeated if content differs.

Prerequisites

Before the first day of class, students will be expected to have viewed “An Inconvenient Truth” and to have read other required reading materials listed for Session 1. Students without access to the film will be able to borrow the film from the instructor. It is preferable if students bring laptops to class with them for in-class research and interactive lessons.

Course Content

This course will give students an overview of the topic of climate change, including basic scientific understanding of climate science, causal-effect relationships, impacts of a changing climate on social structures and systems, multi-level policy development, and other topics. Students can expect to come out of the class with experience in voicing their own knowledge, points-of-view and ideas for solutions to one of the world’s most pressing issues.

Daily topics include:

- Understanding Climate Science
- Climate Impacts---case studies from europe, us, asia, africa, other
- The Social Side of Climate—Human rights, migration, gender and poverty
- Climate Change Policy –from local to global
- The Economics of Climate Change—Business and Costs to Economic Development
- Communicating Climate: Reporting on Climate Change
- Climate Solutions: Mitigation and Adaptation Strategies throughout the world
- Developing Informative & Activist Outreach Materials
- Climate activism in the Education, Business, Government and Public Sectors
- Introduction to environmental consulting practices and certification strategies

Lectures will be accompanied with guest speakers, design initiatives, outreach scenarios, debate and high-levels of peer interaction.

Incoming Competency (see also Course Definition Above)

A general knowledge of scientific inquiry & understanding, checking and evaluating the legitimacy of sources, internet browsing and basic research skills. Students are expected to participate *fully* in all sessions!

Learning Outcomes:

As a result of this course, students will be able to:

1. Understand the impacts of human activity on climate change;
2. Explain the basics of climate change, impacts, and potential solutions to a diverse audience;
3. Interpret scientific reporting in journalism and analyze the legitimacy of sources;
4. Use basic scientific data to interpret regional effects of climate change on communities;
5. Demonstrate an understanding of climate-issues to community members through dialogue and web-based/printed outreach;
6. Analyze scientific, policy and mass-media materials;
7. Synthesize coursework into targeted activism; and
8. Develop strategic plans for reducing climate impacts of institutions and small businesses.

General Skills - where applicable all Webster courses will address:

- Writing skills.
- Presentation skills.
- Team working skills.
- Multicultural skills.

This Course has a General Education Coding and must therefore meet the following criteria:

SCIENTIFIC UNDERSTANDING

1. Student learns how theories are formed, tested and validated
2. Student learns to discriminate between conclusions developed from the application of scientific and of nonscientific reasoning
3. Student learns how to differentiate between observation and inferences, and between accidental discovery and the scientific method.

Materials (Textbook)

It is preferred that students bring laptops (if they have them) to class with them.

Required Material

Students will be expected to have regular internet access after class for research, reading and follow-up to daily classes. All required reading materials will be available online, however, students may choose to purchase a hardcopy of reading materials if preferred.

Recommended Reading Material

Each class will have a list of required and recommended reading materials (book excerpts, articles reports and websites).

GRADING

Letter Grades:	Instructor's guidelines for percentage	Letter grades mean that in the opinion of the instructor
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	equivalent of the letter grade:	the work was:
A (4.0), A- (3.67)	A (96-100), A- (91-95)	Superior work.
B+ (3.33), B (3.0), B- (2.67)	B+ (86-90), B (81-85), B- (76-80)	Good work.
C+ (2.33), C (2.0), C- (1.67)	C+ (71-75), C (66-70), C- (61-65)	Satisfactory work.
D+ (1.33), D (1.0)	D+ (56-60), D (51-55)	Passing, but less than satisfactory.
F (0.0)	F (0-50)	Unsatisfactory. No credit is granted.
Other Designations:		
I	Incomplete work	
ZF	An Incomplete which was not completed within one year of the end of the course.	
IP	Course in progress.	
W	The student withdrew from the course	
NR	Not reported for the course.	
Z	A temporary designation given by the registrar indicating that the final grade has not been submitted by the instructor. When the final grade is filed in the office of the Registrar, that grade will replace the Z.	

Instructor will evaluate students' work as follows:

Description:	Percentage:
Attendance/Participation	20%
Presentations	25%
Homework	25%
Final Project	30%

Students and Instructors will be asked to evaluate the course in a form to be handed out during week 7 of the term.

Assessment Table (cross referenced with the evaluation table above)

◆ **please insert learning outcomes and weighting from above, and assign +, ++, or x's to reflect your course.**

Assessment Tool (++) = key tool; + = secondary tool; x = not used

	Participation 20%	Homework 25%	Presentation 25%	Final Project 30%
Learning Specifics				
Understand the impacts of human activity on climate change	+	++	++	++
Explain the basics of climate change, impacts, and potential solutions to a diverse audience	+	+	++	++
Interpret scientific reporting in journalism and analyze the legitimacy of sources	++	++	+	+
Use basic scientific data to interpret regional effects of climate change on communities	++	++	+	+
Analyze scientific policy and mass-media materials	++	++	+	+
Demonstrate an understanding of climate issues to community members through dialogue and web-based/printed outreach	+	+	++	++
Synthesize coursework into targeted activism	+	++	++	++
Develop strategic plans for reducing climate impacts of institutions and small businesses.	+	++	++	++
General Ed. Code				
Scientific Understanding				
Student learns how theories are formed, tested and validated	++	+	x	x
Student learns To discriminate between conclusions developed from the application of scientific and of nonscientific reasoning	+	++	x	x
Student learns how to differentiate between observation and inferences, and between accidental discovery and the scientific method.	+	++	x	x
General Skills				
Presentation skills	++	+	++	+
Writing skills	+	++	x	++
Team work skills	+	+	++	++
Cross-cultural skills	+	+	++	++

Activities

- Case studies, Project groups, Debate, Group activities, Internet searches, Excursions, Student community presentations, Final Projects, Outreach development and design.

ACADEMIC POLICIES

University policies are provided in the current course catalog and course schedules.

They are also available on the university website. This class is governed by the university's published policies. Please use the following link to see a complete overview of Webster Leiden's Policies and Procedures: www.webster.nl/undergraduatepolicies

Academic Honesty: The University is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

Drops and Withdrawals: Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

Special Services: If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.

Disturbances: Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Student Assignments Retained: From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.

Contact Hours for this Course: It is essential that all classes meet for the full instructional time as scheduled i.e. 32 hours for undergraduate classes. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.

ADDITIONAL POLICIES

Attendance, Participation, Assignments: Students are required to attend all classes and participate actively. Their grade will partly reflect this. It is usually appropriate for class participation to account for roughly 20% of the grade. All classes include assignments (such as presentations or papers). Students must report to the instructor all assistance they received and all sources they used in carrying out their assignments. Otherwise they will fail the course and may face other penalties as well.

Auditors are expected to attend all classes and actively participate in all aspects of the course, including mid-term and final exams, and will be provided with a Certificate of Achievement.

First Class The first session of a course is very important and should not be missed. Therefore, in accordance with student guidelines on attendance, the instructor can request that students missing the first class without valid reason, and without having obtained

permission beforehand, be dropped from the course.

For this course, the instructor has requested that this rule is enforced. Yes

Partial Absence At the discretion of the Instructor, grading can be reduced for students who regularly arrive late for class and/or leave class early.

Exam Dates Students must receive permission from the Academic Director in order to take either mid-term or final exams on a date other than that set by the Instructor.

Pass/Fail Option Rather than being graded with an A, B, C, D, or F grade, it is usually possible to be graded with a Pass (P) or Fail (F) grade. A score that corresponds to an A, B or C, will become a Pass grade, while D or F level will result in a Fail. A grade of P has no effect on the student's GPA. Pass/fail grading has the advantage that students who expect to complete the course with a C- or better, but with a lower grade than they usually get, will not lower their GPA with a Pass grade. Note that certain courses cannot be taken on a pass/fail basis, and that students majoring in Media Communications cannot choose the pass/fail option for any courses in their major or in General Education. **Students who wish to be graded on a Pass/Fail basis, and whose instructor agrees to this, need to submit their request in writing (e-mail is fine) to their advisor by the end of the second week of class.**

Incomplete Work Incompletes (grades of "I") will only be allowed if agreed with the instructor and officially documented with an Agreement to Complete form (available from your advisor). If no such agreement has been documented, incomplete grades will automatically revert to F two weeks after the end of term. Instructors are actively encouraged not to accept students' work after the end of term. If a student's work has been delayed by causes beyond his/her control, an agreement to complete will normally be for a period of two weeks. Further extensions require the approval of the academic director; graduate-level integrated studies (coded 6000) will be exempt from this rule. It is the student's responsibility to complete the course within the specified time.

Plagiarism is using another person's words or ideas without telling the reader. This applies not only to books and articles, but also to sources from the internet, or copying work from your fellow students. Those who are discovered cheating or plagiarizing will normally receive a failing grade for the entire course and may even be subject to dismissal. Please don't fall into this trap, make proper references in your work and include a bibliography in all your papers (for more information, use the link to Policies and Procedures above). Please respect your sources, your audience and yourself. Note: WIKIPEDIA is NOT a source for academic referencing and can only be used in conjunction with other source referencing.

WEEKLY SCHEDULE

Homework, subjects to be dealt with in the lesson, assignments, presentations, and examinations

Week 1:

Date:	June 29, 2009	Time:	10:00 – 14:00
Lesson 1	Understanding Climate Science Guest Speaker: (invited) Climate Scientist/Researcher from KNMI: The Dutch National Institute for Weather, Climate Research and Seismology http://www.knmi.nl/about_knmi/index.html		
Prepare for this session	Homework due for Day 1: 1. View <i>An Inconvenient Truth</i> the film 2. Come to class with your top 3 questions about climate change		

	<p>Required Reading:</p> <ol style="list-style-type: none"> 1. Climate Literacy: "The Essential Principles of Climate Sciences", A Guide for Individuals and Communities (17 pages) http://www.climate-science.gov/Library/Literacy/default.php 2. Climate Change, The Big Picture: Clearer, Make a Difference with the Facts about Climate Change, Met Office, United Kingdom, 2008 (9 pages) http://www.metoffice.gov.uk/corporate/pressoffice/myths/bigpicture.pdf 3. Global Warming Myths and Facts, Environmental Defense Fund (~2 pages) http://www.edf.org/page.cfm?tagID=1011 4. Hansen, J., 2008: Tipping point: Perspective of a climatologist. In State of the Wild 2008-2009: A Global Portrait of Wildlife, Wildlands, and Oceans. W. Woods, Ed. Wildlife Conservation Society/Island Press, pp. 6-15. http://pubs.giss.nasa.gov/docs/2008/2008_Hansen_1.pdf 5. Scientists: Pace of Climate Change Exceeds Estimates, Washington Post, February 15, 2009 (~2 pages) http://www.washingtonpost.com/wp-dyn/content/article/2009/02/14/AR2009021401757.html <p>Recommended Reading:</p> <ol style="list-style-type: none"> 1. IPCC 4th Assessment Report 2007, Introduction, Chapter 1 & Chapter 2 (20 pages) http://www.ipcc.ch/ipccreports/ar4-syr.htm <p>Recommended Websites for Review:</p> <p>The Pew Center on Global Climate Change http://www.pewclimate.org/</p> <p>The International Panel on Climate Change http://www.ipcc.ch</p> <p>International Research Institute for Climate & Society http://portal.iri.columbia.edu</p> <p>The Hadley Center for Climate Prediction and Research http://www.metoffice.gov.uk/research/hadleycentre/</p> <p>Potsdam Institute for Climate Impact Research (PIK) http://www.pik-potsdam.de/</p> <p>NASA's Earth Observatory http://www.earthobservatory.nasa.gov</p> <p>United States Environmental Protection Agency Climate Change Programme www.epa.gov/climatechange</p>
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Date:	June 30, 2009	Time:	10:00 – 14:00
Lesson 2	The Social Side of Climate Change: Climate Impacts--- Human Rights, Migration, Gender and Poverty		
Prepare for this session	1. Homework Assignment Due for Day 2: Using the Data from the Human Development Reports 2007/2008 (HDR Data by country: http://hdr.undp.org/en/statistics/data/) ¹ and your own brainstorming ideas, choose either your place of origin or another country to		

¹ (Includes rankings of Carbon Dioxide Emissions, gender issues, poverty, and very good summary of country contributions/impacts and some contributions to policy of nations)

determine the following:

- The major contributors to climate change from your country
- The major impacts of climate change in your community/country
- Actions you can take and local resources for taking action in your community
- Also select three photos to support your case study from <http://www.worldviewofglobalwarming.org/> please bring a printed copy or a memory stick to show the photos during your presentation

Please prepare a one-page paper to share with the class, including the above information. Do be sure to site all references that you use!

Required Reading:

1. **Choose and review Country Data for Homework**

<http://hdr.undp.org/en/statistics/data/>

2. **Look at climate change impact photos at**

<http://www.worldviewofglobalwarming.org/>

3. **Climate Wrongs and Human Rights – Executive Summary, Oxfam International, September, 2008 (4 pages)**

<http://www.oxfam.org/sites/www.oxfam.org/files/bp117-climate-wrongs-human-rights-summary-0809.pdf>

4. **Terry, Geraldine . No climate justice without gender justice: an overview of the issues, Gender & Development, VOLUME: 17 ISSUE: 1, Mar 2009 (15 pages)**

<http://www.oxfam.org.uk/download/?download=http%3A%2F%2Fwww%2Einfornaworld%2Ecom%2Fsmpp%2Freferrerlink%3Fart%3D10%2E1080%2F13552070802696839>

5. **Listen to: The Hague Debate: Adress by Yvo De Boer, Executive Secretary United Nations Framework Convention on Climate Change, Radio Netherlands Worldwide, 21 May, 2008 (~3 minutes)**

[http://download.omroep.nl/rnw/smac/cms/hague debate yvo de boer en 080523hdydb 44 1kHz.mp3](http://download.omroep.nl/rnw/smac/cms/hague%20debate%20yvo%20de%20boer%20en%20080523hdydb%2044%201kHz.mp3)

or read content at:

<http://www.rnw.nl/internationaljustice/080521-yvo-deboer>

Recommended Reading:

The Human Development Report 2007/2008: Fighting climate change: Human solidarity in a divided world, Pages 58-88

<http://hdr.undp.org/en/reports/global/hdr2007-2008/>

IPCC 4th Assessment Report 2007, Chapter 3

<http://www.ipcc.ch/ipccreports/ar4-syr.htm>

Listen to:

**Experts Say Climate Change Drives Migration in Sub-Saharan Africa
By Nancy Palus, Dakar, 20 March 2008, Voice of America**

http://www.voanews.com/english/figleaf/mp3filegenerate.cfm?filepath=http://www.voanews.com/mediaassets/english/2008_03/Audio/mp3/palus_SenegalImmigration_20mar08.mp3

or read at: <http://www.voanews.com/english/archive/2008-03/2008-03-20-voa33.cfm?CFID=173954941&CFTOKEN=72664198&jsessionid=de30860aac78796216703947fc6c4b5e3725>

Listen to: Poverty Reduction, Disease Control and Climate Change by Jeffrey Sachs, Radio Economics, November, 2005. 43 minutes

<http://www.acidplanet.com/artist.asp?podcast=1670|2&t=1>

or download:

<http://www.acidplanet.com/components/DownloadAsset.asp?asset=1670|2&t=8438>

Climate Change and Forced Migration, January 2008

	<p>www.unhcr.org/research/RESEARCH/47a316182.pdf</p> <p>Vidal, John. Climate change to force mass migration, The Guardian, May 2007 http://www.guardian.co.uk/environment/2007/may/14/climatechange.climatechangeenvironment</p> <p>Mary Robinson: Climate change is an issue of human rights http://www.independent.co.uk/opinion/commentators/mary-robinson-climate-change-is-an-issue-of-human-rights-1059360.html</p> <p>Recommended Websites: International Institute for Sustainable Development—Climate Change http://www.iisd.org/climate/</p> <p>Woodrow Wilson Center for Environment Change and Security http://www.wilsoncenter.org/index.cfm?topic_id=1413&fuseaction=topics.item&news_id=405368</p> <p>Chicago Public Radios Weeklong Series on Environmental and Conflict http://www.wilsoncenter.org/index.cfm?topic_id=1413&fuseaction=topics.item&news_id=405368</p> <p>Gender CC: Women for Climate Justice http://www.gendercc.net/</p> <p>Oxfam Climate Change Program http://www.oxfam.org/en/climatechange</p>
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Date:	July 1, 2009	Time:	10:00 – 14:00
Lesson 3	Climate Policy & Climate Change Financing Mechanisms Guest Speaker: Invited Kelly de Bruin, PhD candidate, Wageningen University http://www.enr.wur.nl/UK/Staff/debruin/		
Prepare for this session	Homework assignment due for day 3: ClimatePolicy Examples from Around the World 1. Find one example of climate change policy on a national, regional or local level from your place of origin. Come prepared to discuss/present your policy example. Required Reading: <ol style="list-style-type: none"> 1. Climate Policy: International Timeline, The Climate Group (2 pages) http://www.theclimategroup.org/facts_and_actions/the_global_situation/climate_policy 2. Climate Policy: A global deal post 2012, The Climate Group (1 page) http://www.theclimategroup.org/facts_and_actions/the_global_situation/climate_policy/global_deal/ 3. E.P.A. Clears Way for Greenhouse Gas Rules, NY Times, April 17, 2009 (3 pages) http://www.nytimes.com/2009/04/18/science/earth/18endanger.html?_r=1 4. Climate change the biggest loser of G20 summit, warn environmental groups, The Guardian, April 3, 2009 (1 page) http://www.guardian.co.uk/environment/2009/apr/03/g20-climate-change-stimulus-package 5. UNFCCC Fact sheet: Financing climate change: Investment and financial flows for a strengthened response to climate change (5 pages) http://unfccc.int/files/press/backgrounders/application/pdf/fact_sheet_financing_climate_change.pdf 		

	<p>Recommended Websites:</p> <p>United Nations Framework Convention on Climate Change http://unfccc.int</p> <p>History of International Climate Change Policy (up until 2005) http://www.whrc.org/policy/climate_change/index.htm</p> <p>Environmental Treaties and Resources Indicators http://sedac.ciesin.columbia.edu/entri/index.jsp</p> <p>U.S. Climate Policy http://www.epa.gov/climatechange/policy/index.html</p> <p>International Institute for Sustainable Development—Climate Change http://www.iisd.org/climate/</p> <p>United Nations Environmental Program Financing Division http://www.unepfi.org/</p> <p>World Bank Climate Program http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/ENVIRONMENT/EXTCC/0,,menuPK:407870~pagePK:149018~piPK:149093~theSitePK:407864,00.html</p>
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Date:	July 2, 2009	Time:	10:00 – 14:00
Lesson 4	Climate Change and Economics: The Business Perspective Guest Speaker		
Prepare for this session	<p>Homework due for day 4: Select a corporation or small business to do a climate change assessment and business plan. You should use http://www.gemi.org/businessandclimate/ as well as other sites to help step you assess the following:</p> <ul style="list-style-type: none"> • One to two paragraph summarizing your business • One to two paragraph summary of your businesses risks affiliated with climate change in impacts • Your strategy to mitigate risk and to reduce climate change impacts • A short implementation strategy, including any suggested partnerships <p>Please bring a two page report with the above to class for sharing. Remember to site all sources!</p> <p>Required Reading:</p> <p>Watch: Climate Change: The Economics of and Prospects for a Global Deal, Sir Nicholas Stern SM '88, November 19, 2007, Running Time: 1:10:10 http://mitworld.mit.edu/video/536</p> <p>Nordhaus on the Stern review (2 pages) http://nordhaus.econ.yale.edu/nordhaus_stern_science.pdf</p> <p>Recommended Reading:</p> <p>The Stern Review on the Economics of Climate Change Full report: http://www.hm-treasury.gov.uk/sternreview_index.htm Executive Summary: http://www.hm-treasury.gov.uk/d/Executive_Summary.pdf Short Executive Summary: http://www.hm-treasury.gov.uk/d/CLOSED_SHORT_executive_summary.pdf</p> <p>The Business of Climate Change, Lehman Brothers, 2007. www.Lehman.com/press/pdf_2007/TheBusinessOfClimateChange.pdf</p>		

	<p>Recommended Sites:</p> <p>The Global Environmental Management Initiative (GEMI) http://www.gemi.org/businessandclimate/</p> <p>Global Roundtable on Climate Change http://grocc.ei.columbia.edu/</p> <p>Pew Center Business Environmental Leadership Council http://www.pewclimate.org/business/belc</p> <p>Climate Biz http://www.climatebiz.com/</p> <p>United States Climate Action Partnership http://www.us-cap.org/</p> <p>3C: Combat Climate Change http://www.combatclimatechange.org/www/ccc_org/ccc_org/224546home/index.jsp</p> <p>Women’s Network for a Sustainable Future http://www.wnsf.org</p> <p>World Business Council for Sustainable Development, http://www.wbcsd.org/</p> <p>Carbon Disclosure Project http://www.cdproject.net/</p> <p>Greenhouse Gas Protocol http://www.ghgprotocol.org/</p>
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Date:	July 3, 2009	Time:	10:00 – 14:00
Lesson 5	Climate Solutions? Mitigation and Adaptation Strategies Throughout the World		
Prepare for this session	<p>Homework due for Day 5: Find an article or report about an innovative adaptation or mitigation strategy to climate change. Bring a hard copy to class and be prepared to discuss.</p> <p>Required Reading:</p> <p>IPCC 4th Assessment Report 2007, Chapter 4 & Chapter 5 (20 Pages) http://www.ipcc.ch/ipccreports/ar4-syr.htm</p> <p>GeoEngineering, How To Cool the Earth—At a Price, Robert Kunzig, Scientific American Magazine, November, 2008. (~10 pages) http://www.sciam.com/article.cfm?id=geoengineering-how-to-cool-earth</p> <p>Why Aren’t Americans Head over Heels for Our Environment? Tara DePorte, Alternet, October, 2008 (~4 pages) http://www.alternet.org/story/104357/why_aren%27t_americans_heads_over_heels_for_our_environment/</p> <p>Stabilization Wedges Game Summary and Overview (~10 pages) http://www.princeton.edu/wedges/Stabilization_Wedges_Game_w8_Oct07.pdf</p> <p>Recommended Websites:</p> <p>International Energy Agency http://www.iea.org/</p> <p>Carbon Mitigation Initiative http://www.princeton.edu/~cmi/</p>		

Week 2:

Date:	July 6, 2009	Time:	10:00 – 14:00
Lesson 6	Communicating Climate: Reporting on Climate Change & Questions/Review of Final Project		
Prepare for this session	<p>Homework Due for Day 6:</p> <ol style="list-style-type: none">1. Students should find one article on climate change issues from a popular press sources (i.e. not from scientific journals or academic papers)2. Students should write a one-page synopsis of the papers citing your analysis of the following:<ul style="list-style-type: none">• Target Audience• Legitimacy of sources/"experts" used• Any biases of the reporter or publication• Goal of the article• Method of argument/presentation• Any other interesting observations3. Students should bring a hard copy of the articles with them to class to hand-in with their one-page synopsis. <p>Required Reading:</p> <p>If the Media Flunked Carbon Economics 101, What Happens When Things Get Harder? John Wihbey, Yale Forum on Climate Change and the Media, February 17, 2009 (~4 pages) http://www.yaleclimatemediaforum.org/2009/02/if-media-flunked-carbon-economics-101/</p> <p>Climate change: How to report the story of the century, James Fahn, Internews, 2009 (~4 pages) http://www.internews.org/articles/2009/20090316_scidevnet_ejn.shtm</p> <p>Skeptics Dispute Climate Worries and Each Other, NY Times, March 8, 2009 (~1 page) http://www.nytimes.com/2009/03/09/science/earth/09climate.html</p> <p>Society of Environmental Journalists http://www.sej.org/resource/index18.htm Students should read the above page and look at a couple of the links on the page.</p> <p>Global Warming Skeptics: A Primer Guess who's funding the global warming doubt shops?, Environmental Defense Fund, December 2006 (~2 pages) http://www.edf.org/article.cfm?contentid=4870 as well as link to Exxon Mobil Memo on link above</p> <p>Anthony Leiserowitz, 2005: The International Impact of the Day After Tomorrow. Environment 47(3) 41-44. http://www.cred.columbia.edu/pdfs/publications/CRED_DayAfterTomorrow_EnvironmentApril2005.pdf</p> <p>Recommended Reading:</p> <p>How Much Would You Pay to Save the Planet? The American Press and the Economics of Climate Change, Eric Pooley, Shorenstein Center 2008 (~30 pages) http://www.hks.harvard.edu/presspol/publications/papers/discussion_papers/d49_pooley.pdf</p> <p>Also read the Steven Mufson's letter & Eric Pooley's response to the above article (~2 pages) http://www.hks.harvard.edu/presspol/publications/papers/discussion_papers/d49_pooley_full.html</p>		

	<p>Recommended Websites:</p> <p>Integrity in Science Database http://www.cspinet.org/integrity/</p> <p>Society of Environmental Journalists http://www.sej.org/resource/index18.htm</p> <p>Center for Research on Environmental Decisions (CRED) http://www.cred.columbia.edu/</p> <p>The International Institute for Sustainable Development – Reporting Services Division http://www.iisd.ca/</p>
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Date:	July 7, 2009	Time:	10:00 – 14:00
Lesson 7	Copenhagen 2009: Mock High Level U.N. Conference		
Prepare for this session	<p>Homework due for Day 7: Students will be provided with a basic climate policy document simulating a synopsis of potential outcomes of the Copenhagen 2009 Climate Conference. Students will choose a country to represent as a delegate to the conference and will be expected to research/represent the interests of that country in the mock conference. Students should come to class with a set list of basic policy objectives, adaptation and mitigation strategies, and concerns of their representative country. Class will be run in a model U.N. format.</p>		

Date:	July 8, 2009	Time:	10:00 – 14:00
Lesson 8	Developing a Climate Outreach Project Focus: Youth, General Public, Corporate, Local Government, University		
Prepare for this session	Research and bring all relevant materials (digital versions) pertaining to your outreach project. Be sure that at least one group member brings laptop to class.		

Date:	July 9, 2009	Time:	10:00 – 14:00
Lesson 9	Climate Activism and Presentations Site visit to outreach locations.		
Prepare for this session	Practice your presentation for your specific target group.		

Date:	July 10, 2009	Time:	10:00 – 14:00
Lesson 10	Make-up day (if necessary)		
Prepare for this session			

Additional Information On The Course:

Detailed descriptions of each class activity and the final project will be included in the Class Reader (available online and in the University Bookstore).

As a part of the final project and presentations, students will be developing presentations and outreach materials to help local institutions and businesses become more “climate conscious”. They will also be

visiting various locations (i.e. elementary school, local business, university administration, & government official) to conduct discussions on topics covered in the course. Students will be working in groups for the final project and will be expected to equally participate in group work. Furthermore, students will select topics/groups the first day of class and will be expected to be accumulating information for their final project throughout the class (it is expected that much of the material from homework assignments will be useable for the final project).

CONNECTIONS:

A Webster.edu account is set up for each student and all Webster email correspondence to students will be sent to students' Webster.edu addresses.