

# Course Change Request

Date Submitted: 03/16/23 3:49 am

## Viewing: **EVPP 436 : Politics ~~The Human~~ Dimensions of Global Climate Change Governance**

Last approved: 02/19/19 4:28 am

Last edit: 03/16/23 3:49 am

Changes proposed by: tchen28

### Catalog Pages referencing this course

- [Department of Environmental Science and Policy](#)
- [Environmental Science and Policy \(EVPP\)](#)

### Select modification type:

- Simple
- Substantial**

### In Workflow

1. **ESP UG Committee**
2. **ESP Chair**
3. **SC Curriculum Committee**
4. SC Associate Dean
5. Assoc Provost- Undergraduate
6. Registrar-Courses
7. Banner

### Approval Path

1. 03/16/23 12:13 pm  
Younsung Kim (ykih): Approved for ESP UG Committee
2. 03/16/23 3:49 pm  
Larry Rockwood (lrockwoo): Approved for ESP Chair

### History

1. Dec 21, 2018 by Gregory Craft (gcraft)
2. Feb 19, 2019 by scheselk

Are you completing this form on someone else's behalf?

No

**Effective Term:** Fall 2023

**Subject Code:** EVPP - Environmental Science & Policy

**Course Number:** 436

**Bundled Courses:**

**Is this course replacing another course?** No

**Equivalent Courses:**

**Catalog Title:** ~~Politics The Human Dimensions~~ of ~~Global~~ Climate Change **Governance**

**Banner Title:** **Politics of Climate Governance**  
~~Human Dimension Glbl Clim Chng~~

**Will section titles vary by semester?** No

**Credits:** 3

**Schedule Type:** Lecture **w/Recitation**

**Hours of Lecture or Seminar per week:** **1.5** ~~3~~

**Hours of Other Contact Hours per week:** **1.5**

**Repeatable:** May be only taken once for credit, limited to 3 attempts (N3) **Max Allowable Credits:** 9

**Default Grade Mode:** Undergraduate Regular

**Recommended Prerequisite(s):**  
~~EVPP 336, CLIM 101 and 60 credits, or permission of instructor.~~

**Recommended Corequisite(s):**

**Required Prerequisite(s) / Corequisite(s) (Updates only):**

**Registrar's Office Use Only - Required Prerequisite(s)/Corequisite(s):**

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?

**Registration  
Restrictions  
(Updates only):**

**Registrar's Office Use Only - Registration Restrictions:**

**Field(s) of Study:**

**Class(es):**

**Level(s):**

**Degree(s):**

**School(s):**

**Catalog**

**Description:**

**Examines the politics of humans' role(s) in global climate change governance at the domestic and global levels through a social science lens. Explores how climate mitigation and adaptation decisions are made and their consequences for different segments of society. Emphasizes using social science research to understand the policy process as a component of a complex socioecological system. Focuses on current science, causes and responses, human rights and social justice, vulnerability of marginalized populations, relevant issues associated with communication and behavior change, place of policy, and the multiple existing and potential roles of academic action. Discussion format.**

**Justification:**

The proposed course revisions center around two major changes. First, in terms of content, I move toward emphasizing an understanding of the politics surrounding climate change governance (both mitigation and adaptation) instead of the original course's overview of human society's relationship with climate change. The course will still provide students with the required overview, but the shift toward focusing on politics better contextualizes the social and political difficulties of climate change governance.

To my knowledge, there is currently no course at Mason that takes this approach to the topic. My revisions should be beneficial for students in ESP and elsewhere at Mason (such as the Schar and Carter Schools) because it will provide them with a nuanced understanding of the political challenges associated with climate policymaking and governance. In developing these content revisions, I have consulted a large number of climate change governance courses from English-speaking universities in the US and around the world.

Second, in terms of course format, I emphasize a social science research-informed learning approach while keeping the original course's hands-on learning opportunities. Specifically, this means that we will explicitly engage with social scientific research (design and findings) through readings and lectures, while having hands-on exercises (e.g. in class labs and discussions) that explicitly ask students to apply social scientific findings. I have piloted some of these pedagogy methods (both when teaching climate governance in

Helsinki and EVPP 336 this semester) and have received positive feedback from students and through peer teaching observations.

**Does this course cover material which crosses into another department?** No

**Learning Outcomes:**

**Attach Syllabus**

[evpp436\\_syllabus.pdf](#)

**Additional Attachments**

**Specialized Course Categories:**

**Additional Comments:**

**Reviewer Comments**

Key: 6218