**GEOG 514**

**CLIMATE CHANGE VULNERABILITY & ADAPTATION**

**COURSE OUTLINE: WINTER 2015**

**Instructor:** Dr James Ford

**Lectures:** Monday 11.35-2.25

**Location:** Room 429, Burnside Hall

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**COURSE DESCRIPTION**

Adaptation has emerged as a central component of climate policy at multiple levels from international climate negotiations to municipal planning. Understanding the vulnerability of human systems is central to efforts to develop adaptation interventions. This seminar will critically examine the theoretical and conceptual evolution of climate change vulnerability research, review methodological developments from the role of model-driven assessments to the rise of participatory case study research, and examine how vulnerability research can be integrated into adaptation planning. Examples from multiple regions and sectors will be drawn upon to highlight key approaches and developments.   
  
This course is intended for graduate students and upper level undergraduate students interested in the human dimensions of climate change. Students should have taken relevant undergraduate environmental change course(s) and are expected to have a general understanding of the science of climate change.

**LEARNING OUTCOMES**

The course will give students the training to get involved in climate change vulnerability and adaptation research and debates at an advanced level. It will provide a strong grounding for those developing a climate change vulnerability / adaptation theme in their master’s work; for those with a more general interest, it will provide the skills and knowledge necessary for engagement in the field. Specifically, by the end of this course, students will be able to:

1. Identify and describe the development and evolution of a ‘vulnerability science’
2. Critically appraise conceptual, empirical, and methodological approaches to vulnerability assessment and adaptation planning
3. Apply concepts and approaches to identify and characterize climate change vulnerability and develop adaptation interventions at multiple levels and for different sectors
4. Facilitate seminar discussion on selected themes

**INSTRUCTIONAL METHOD**

There will be one 2 hour 50 minute seminar on Friday’s every week. Seminars will involve instructor and student-led discussion on key topics. Strong emphasis is placed on student participation and it is expected that all readings will be completed prior to class and that students will prepare to be fully engaged in class discussion.

**METHOD OF EVALUATION**

Student-led discussion sessions 15%

Term paper proposal 5%

Term paper 35%

Term paper presentation 10%

Term paper peer reviews 5%

Participation 30%

Student-led discussion sessions: In week’s 5-10 students will be responsible for leading discussion of an assigned topic. Students will have a 45 minute slot in which they are expected to give a presentation on the topic (10 mins) and lead discussion.

Term paper: A term paper will be due towards the end of semester. The term paper will be on a topic selected by the student, written using a journal article format, and no longer than 5000 words.

Term paper proposal: A term paper proposal is due in week 4.

Term paper presentation: Weeks 11&12 have been assigned for students to present their term paper. This will consist of an oral presentation (10 minutes) followed by discussion. Prior to class (2 days before) students are required to email a draft of their proposal to class members for critique.

Term paper peer reviews: Students will be required to provide a formal review of one other student’s paper. The review should be sent to the instructor and the student in question on April 3rd.

Participation: Class participation is a requirement of the course. The participation grade will reflect quality of contributions (not just quantity) in class discussions and student-led discussion, and students will be evaluated based on evidence that readings have been completed and thought has gone into the readings.

**IMPORTANT INFORMATION**

Policies governing academic issues which affect students can be found in the Handbook on

Student Rights and Responsibilities, Charter of Students’ Right (online at

<http://www.mcgill.ca/files/secretariat/greenbookenglish.pdf>).

**Academic Integrity**

McGill University values academic integrity. Therefore all students must understand the meaning

and consequences of cheating, plagiarism and other academic offences under the Code of

Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

**Language of Submission**

In accord with McGill University’s Charter of Students’ Rights, students in this course have the

right to submit in English or in French any written work that is to be graded.

**COURSE OUTLINE**

**\*\*\*NOTE: Course outline may change\*\*\***

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| Date | Subject |
| Week 1  Jan 9th | Course overview, introductions, students identify research interests and reasons for taking course, term paper assignment described |
| Week 2  Jan 16th | Adaptation: An overview |
| Week 3  Jan 23rd | Adaptation tracking |
| Week 4  Jan 30th | Vulnerability: An overview  ***Term paper proposal due*** |
| Week 5  Feb 6th | ‘Type 1’ vulnerability assessment or ‘impacts studies’: **student-led** |
| Week 6  Feb 13th | Political economy and political ecology approaches to vulnerability: **student-led** |
| Week 7  Feb 20th | Vulnerability science approaches: **student-led** |
| Week 8  Feb 27th | Reading week |
| Week 9  March 6th | Methodology in vulnerability assessment: **student led** |
| Week 10  March 13th | Research design in vulnerability assessment: **student led** |
| Week 11  March 20th | Term paper presentations  ***Term paper draft due \*\*2 days\*\* before class for students presenting in this class*** |
| Week 12  March 27th | Term paper presentations continued |
| Week 13  April 3rd | Implementing adaptation options  ***Term paper reviews should be sent to the instructor and student*** |
| Week 14  April 10th | Course review based on simulation exercise  ***Term paper final version due*** |