

Research Perspectives on Climate Change Syllabus

Climate change, recently referred to as the [climate crisis](#), is a global issue that we and future generations will face for the foreseeable future. This course is intended to provide you with an overview of the latest research on climate change, including increased atmospheric greenhouse gases and their impacts, climate change policy, adaptation, and mitigation through a series of presentations from UCSD researchers.

Course Number: [CCS](#) 102

Quarter: Fall, 2021

Number of units: 2

Location: York 3030

Time: Mondays 1:30 PM - 3:30 PM

Course Website: <https://canvas.ucsd.edu/>

Instructor: Chandler Puritty, Lecturer with Environmental Studies, African American Studies, SIO, CAT at UCSD

Instructor Email*: cpuritty@ucsd.edu

*Please add CCS 102 to the subject line of your email. This will facilitate a quicker response!

Office Hours: Tuesdays 12:30-1:30 PM or by appointment. Virtual office hours are also available via [Zoom](#).

Office Hours Location: TBD

Course Catalog Description: This course introduces students to exciting and current research topics related to climate change as presented by faculty and researchers across UC San Diego. The course is offered as a series of reading topics followed by seminars on original research presented by faculty and researchers. **Prerequisites:** upper-division standing.

Course Learning Outcomes

Upon completion of this course, you will be able to:

1. **Become informed** on the variety of climate change research being conducted at UCSD, both nationally and internationally, and **gain knowledge** on how scientific results are communicated between scientists through **examining** papers and **actively listening** to research seminars.
2. **Understand** the structure of a peer-reviewed research article in order to **identify** the authors' conclusions, and be able to **paraphrase** the main points.
3. **Understand** the structure of a research seminar in order to **summarize** the speaker's conclusions, and be able to **ask** insightful questions.
4. **Appreciate** and **describe** the multidisciplinary aspects of climate change.
5. **Draw connections** between various lines of climate change research.
6. **Recognize** the challenges in interpreting science for mitigation strategy implementation.
7. **Identify** ways in which the scientific process does or does not inform climate policy.

Attendance Policy and Extra Credit

Your attendance is required, and you earn 4% of your grade each class period. This percentage is higher when your group is moderating class discussions. You should *not* miss class when your group is leading. Should you need to miss class on a day when your group is not leading, I would appreciate a notification of your absence. To make up the percentage

points you will miss from the speaker response sheet, you can request an extra credit assignment via e-mail. This will only be offered once.

Grading

Every week I will assign a paper to read (see calendar below) that we will discuss during class. This assignment will reflect the background/content of the speaker presentation. You are expected to come to every class period prepared with questions and thoughts to contribute to the discussion. One group per week will be responsible for guiding the paper discussion. Each member is expected to contribute to the dialogue. I will be noting participation for a percentage of your grade. This group is also responsible for coming up with at least 3 questions to ask the guest speaker after the presentation. Additional audience questions are welcomed and encouraged.

Weekly speaker reflection sheets are graded to ensure you have been present and attentive.

Assignment	Weight
In-class participation based on speaker questions and group work	50%
Speaker Presentation Response Sheets x 8	50%
Total	100%

Grading Scale:

90-100%	A	Pass
80-89%	B	Pass
70-79%	C	Pass
60-69%	D	No Pass
< 60%	F	No Pass

Course Expectations

What I expect of you	What you can expect of me
Be informed. Read this syllabus carefully and completely so you understand the course structure and expectations.	Enthusiasm. To be prepared for each class and to bring my enthusiasm for teaching to each in-class and office hour meeting.
Be attuned. Keep up with reading assignments in order to be able to contribute to the in-class discussions and better able to follow the guest speaker.	Responsiveness. To respond to emails within 48 hours. Emails received on weekends or while I'm traveling may take longer. Please see note on e-mail communication.

<p>Ethical. A good attitude and maintenance of honest and ethical principles towards me, your classmates, and the execution of the course. Please read UC San Diego's Principles of Community and Conduct Code.</p>	<p>Timely feedback. To make every effort to return graded assignments within one week of the submission.</p>
<p>Integrity. An honest, fair, responsible, respectful, trustworthy, and courageous effort on all academic work and collaboration. Please read UC San Diego's Policy on Integrity of Scholarship. Then, take the integrity pledge!</p>	<p>Integrity. To uphold integrity standards and create an atmosphere that fosters active learning, creativity, critical thinking, and honest collaboration.</p>
<p>Be flexible. Sometimes my schedule gets affected by unavoidable circumstances, necessitating some office hour rescheduling at the last minute.</p>	<p>Reasonable accommodation and understanding for student situations that arise; however, I will not make exceptions for one person that are not available to every other person in the course.</p>

Technology Policy

Technology may be used for note-taking or group work. I respect you as adults and trust in your ability to monitor your own laptop/tablet/phone usage. Please do not abuse this trust by checking emails, social media, or partaking in alternative forms of distraction.

Inclusion Statement

I support the values of UC San Diego to “create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive”. I strive to uphold the values articulated by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion: “We believe that true excellence is achieved through productive relationships among people of diverse perspectives. When the collective talents of our students, faculty, and staff at UC San Diego are united in an environment that is open and inclusive, creativity and innovation prosper.” I commit to exerting my best efforts to ensuring these values are reflected in this course.

Throughout the quarter we will be conducting classroom discussions and group work regularly, as well as engaging with guest speakers. I hope to create an environment in which we can all learn, ask questions, and contribute opinions and perspectives while being respected and valued. Honesty, listening for understanding, a willingness to share your ideas, and respect for self and others are basic guidelines that can help create a positive learning environment. Your participation and feedback are important to the success of the course and I welcome your thoughts throughout the semester on how we might improve class processes that will encourage effective communication and dialogue.

ADA statement

I am happy to provide accommodations for this course for students with documented disabilities. Students must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters, by paper or

electronically, to me and to Sid Eads, the OSD Liaison in the CCS program (sleads@ucsd.edu) in advance so that accommodations may be arranged.

Basic Needs

Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact: foodpantry@ucsd.edu | basicneeds@ucsd.edu | (858) 246-2632

Reporting

Harassment and Discrimination

The Office for the Prevention of Harassment and Discrimination (OPHD) is the Title IX Office for UC San Diego and investigates reports of sexual harassment, sexual violence, dating and domestic violence and stalking. You may file a report online with the UC San Diego OPHD at <http://ophd.ucsd.edu/reportbiasform.asp> or you may call OPHD at 858-534-8298. For further information about OPHD, please visit <http://ophd.ucsd.edu/>.

Please note that University employees (including all faculty, teaching and research assistants, and staff), who are not confidential resources, are designated Responsible Employees. Responsible Employees are required to report any incidents of sexual violence or sexual harassment to Jennifer Broomfield, OPHD Director / Title IX Officer. If you are not ready to file a report, but wish to receive confidential support and advocacy, please contact CARE at the Sexual Assault Resource Center ([CARE at SARC](#)). CARE at SARC provides violence prevention education for the entire UCSD campus and offers free and confidential services for students, staff and faculty impacted by sexual assault, relationship violence and stalking. Accessing resources at CARE at SARC will not constitute a report to the University.

Academic Integrity

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself: a) is what I'm about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and, b) would my instructor approve of my action? You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity

Office. You can learn more about academic integrity at academicintegrity.ucsd.edu. (Source: Academic Integrity Office, 2018)

Academic Support

Geisel Library	Research tools and eReserves
Content Tutoring with the Teaching + Learning Commons	Drop-in and online tutoring through the Academic Achievement Hub
Supplemental Instruction with the Teaching + Learning Commons	Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses
Writing Hub Services in the Teaching + Learning Commons	Improve writing skills and connect with a peer writing mentor
Learning Strategies Tutoring	Address learning challenges with a metacognitive approach
OASIS	Intellectual and personal development support
Student Success Coaching Program	Peer mentor program that provides students with information, resources, and support in meeting their goals
Academic Integrity	Policy on Academic Integrity of Scholarship and strategies to excel with integrity
Technical Support	Assistance with accounts, network, and technical issues

Campus Resources

Basic Needs	Provides access to food, housing, and financial resources
Counseling and Psychological Services (CAPS)	Provides services like confidential counseling and consultations for psychiatric services and mental health programming

Community Centers	As part of the Office of Equity, Diversity, and Inclusion the campus community centers provide programs and resources for students and contribute toward the evolution of a socially just campus
Counseling and Psychological Services	Individual, group, couples, and family psychotherapy services for registered undergraduate and graduate students
Office for Students with Disabilities	Documents students' disabilities, provides accessibility resources, and reasonable accommodations
Triton Concern Line	Report students of concern at (858) 246-1111

Course Calendar

Note: I will do my best to adhere to the calendar below, but reserve the right to alter plans as needed to fit speaker and content constraints.

Date	Topic Covered	Speaker	Reading to Finish Before Class*
October 4	Climate Change and Fire	Chandler Puritty	
October 11	Food Security	Alexa White	
October 18	Fisherman and Climate	Leticia Cavole	
October 25	Fisheries and Climate	Jon Shurin	

November 1	Political Science and Climate Change	Fonna Forman
November 8	Plant Phenology and Climate change	Elsa Cleland
November 15	OA + mollusks	Elizabeth Bullard
November 29	Climate Change Impacts on Cultural Heritage	Isabel Rivera-Collazo
December 11: Research paper and exit survey due!	NO CLASS	NO FINAL

*The weekly readings will be provided as PDF's on the CANVAS course website. Readings listed as TBD will be filled in as soon as possible and an updated syllabus will be posted on the website.