

EDMG665

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDMG665 **Title :** Climate Change Adaptation

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: Climate change and global warming are real, and science has coalesced around the fact that mankind's activities are causing or contributing to the rapid global warming that is currently in progress. Mankind's input into the equation is the burning of carbon fuels, which releases unprecedented levels of carbon dioxide, a highly potent greenhouse gas, into the atmosphere. The field of emergency management typically divides activities into four components: planning, mitigation, response, and recovery. It is now time to add a fifth component: adaptation. Mankind's activities have programmed into the future climate somewhere between one and six degrees Celsius of warming, and a significant but as yet incalculable amount of sea level rise. We do not have the option of stopping or reversing these events, so we must adapt if our civilization is to survive. The student will begin by examining the science itself, courtesy of the Climate Reality Project. The student will examine how the US government has evaluated the situation in the National Climate Assessment. The student will look at both the pessimistic and optimistic possibilities that our future could hold. Students will select a book from a supplemental reading list and report on their topic of choice in the forums. To conclude, students will create a personal Climate Change Adaptation Plan for themselves, their families, and/or their organizations.

Course Scope:

APUS recognized its social responsibility for teaching climate change, and directed instructors to begin teaching climate change in their classes. This course offers the opportunity to present the necessary knowledge across the board in a uniform presentation to all master's students. Although this is proposed as an emergency management course, it's not just a course for emergency managers--it's a course for everyone. No citizen of the world will escape the impacts of climate change as they continue to develop over the coming century. Accordingly, the scope and design of this course are such that the course would make a valuable contribution to the education of every student in every APUS master's program.

Objectives

After successfully completing this course, you will be able to:

- LO-1: Assess the science and projected impacts behind climate change and global warming
- LO-2: Analyze the pessimistic and optimistic possibilities for mankind's future in a warming world

- LO-3: Evaluate US government analysis of climate change impacts on the United States
 - LO-4: Synthesize the projected impacts of climate change into action plans for individual and organizational adaptation to climate change
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Outline

Week 1: Climate Literacy and the IPCC 5th Assessment Report

Learning Objectives

LO-1

Readings

View TED Talk #1

Read the 'Climate Literacy Booklet' in the Resources section

Read the IPCC Report: 'Summary for Policymakers' and Chapters 11-13

Assignment

Forum Post #1

Forum Post #1a

Assignment #1

Week 2: HOT: Living through the next 50 years on earth

Learning Objectives

LO-2

Readings

View TED Talk #2

Read Thomas

Assignment

Assignment #2

Week 3: The National Climate Assessment

Learning Objectives

LO-3

Readings

View TED Talk #3

Read the Draft National Climate Assessment, Sections 1 – 15

Assignment

Forum Post #3-4

Assignment #3

Week 4: The National Climate Assessment

Learning Objectives

LO-3

Readings

View TED Talk #4

Read the Draft National Climate Assessment, Sections 16 – 30

Assignment

Discuss Forum Posts #3-4

Assignment #4

Week 5: Supplemental Book of Choice

Learning Objectives

LO-2

Readings

View TED Talk #5

Read supplemental book selection

Assignment

Forum Post #5-6

Week 6: Abundance: The Future is Better than you Think

Learning Objectives

LO-2

Readings

View TED Talk #6

Read Prasad, N. et.Al.

Assignment

Discuss Forum Posts #5-6

Assignment #6

Week 7: Personal Climate Change Adaptation Plan

Learning Objectives

LO-4

Readings

View TED Talk #7

Assignment

Forum Post #7-8

Assignment #7-8

Week 8: Personal Climate Change Adaptation Plan

Learning Objectives

LO-4

Readings

View TED Talk #8

Assignment

Discuss Forum Posts #7-8

Assignment #7-8

Evaluation

Reading/Writing Assignments: Papers will be graded using the APUS graduate rubric, with attention paid to comprehension, depth of knowledge, and clear expression of ideas and arguments. Additionally, adherence to APA conventions will be required.

Forum Assignments: To achieve full credit for a forum, one must: create an original post; respond to a minimum of two classmates; and respond to everyone who responded to you. Posts must be thoughtful and responses helpful in a way that enhances understanding of the topics and issues.

Final Project: The personal climate adaptation plan will be graded by judging the level of integration of the class concepts, thoroughness, practicality, and potential use to the individual, family, and/or organization for which it was written.

Grading:

Name	Grade %
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Materials

Book Title: Climate Resilient Cities?: A Primer on Reducing Vulnerabilities to Disasters (Ebook available through the APUS Online Library)

Author: Prasad, N., Ranghieri, F., Shah, F., Trohanis, Z., Kessler, E., & Sinha, R.

Publication Info: World Bank

ISBN: 9780821377666

Book Title: Climate Change and Natural Disasters (Ebook available through the APUS Online Library)

Author: Thomas, Vinod

Publication Info: Taylor & Francis

ISBN: 9781138567351

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.*

Author:

Publication Info:

ISBN: ERESERVE NOTE

One book of choice from the selected bibliography at the end of this document.

Note: All required and supplemental texts are available as ebooks from the Amazon.com Kindle store, if not from the publisher. It is not necessary to own a Kindle. A free Kindle app is available for both PCs and MACs. Ebooks in most cases are provided at reduced cost and ebook use is encouraged. In many cases, Kindle books may be rented from Amazon, further reducing cost.

Web Sites

In addition to the required course texts, the following public domain web sites are useful and sometimes are required reading. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
The Climate Reality Project	http://climaterealityproject.org
The Draft National Climate Assessment	http://ncadac.globalchange.gov/
The IPCC 5th Assessment Report	http://ipcc.ch

Course Guidelines

This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an 8-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student.

Students will follow the American Psychological Association Style Guide (APA 6th Edition) as the sole citation and reference style used in written work submitted as part of this course. Specifically, the parenthetical citations-reference list style method, which includes in-text citations with an adjoining reference list, will be utilized. Additional information concerning this writing style can be found within the APUS Library.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. If you find that you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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