

SYLLABUS

Sociologia schimbării

Climate Change, Society, and Governance (in English)

2026-2027 Academic Year

1. Information regarding the programme

1.1 Higher education institution	Babeş-Bolyai University
1.2 Faculty	Faculty of Sociology and Social Work
1.3 Department	Sociology
1.4 Field of study	Sociology
1.5 Degree	Bachelor's and Master's Degrees
1.6 Study programme/ Qualification	Sociology

2. Information regarding the course

2.1 Course title	Sociologia schimbării/Climate Change, Society, and Governance						
2.2 Lectures held by	Khadija Aftab						
2.3 Seminars held by	Khadija Aftab						
2.4. Year of study	2/3	2.5 Semester	4/6	2.6. Type of evaluation	E	2.7 Course type	Optional

3. Total estimated time (hours/semester of didactic activities)

3.1 Hours per week	2	Of which: 3.2 lectures	2	3.3 seminar/laboratory	0
3.4 Total hours in the curriculum	28	Of which: 3.5 lectures	28	3.6 seminar/laboratory	0
Distribution of time:					hours
Learning using manual, course support, bibliography, course notes					20
Additional documentation (in libraries, on electronic platforms, field documentation)					7
Preparation for seminars/labs, homework, papers, portfolios and essays					16
Tutorials					2
Evaluations					2
Other activities:					0
3.7 Total hours of individual study	47				
3.8 Total hours per semester (number of credits x 25 hours)	75				
3.9 Number of ECTS credits	3				

4. Prerequisites (if necessary)

4.1. curriculum	---
4.2. competencies	---

5. Conditions (if necessary)

5.1. for the lectures	---
5.2. for the seminar/ lab activities	---

6. Specific competencies acquired:

Professional competencies	Essential skills and competencies <i>C1. Interact professionally in research and professional environments</i> <i>C2. Gather data</i> <i>C3. Apply knowledge of human behaviour</i> <i>C4. Apply scientific methods</i> <i>C5. Apply research ethics and scientific integrity principles in research activities</i> <i>C6. Apply statistical analysis techniques</i> <i>C8. Communicate with a non-scientific audience</i> <i>C9. Conduct research across disciplines</i> <i>C12. Develop professional network with researchers and scientists</i> <i>C13. Operate open source software</i> <i>C14. Disseminate results to the scientific community</i> <i>C15. Demonstrate disciplinary expertise</i> <i>C16. Perform scientific research</i> <i>C18. Increase the impact of science on policy and society</i> <i>C19. Manage findable accessible interoperable and reusable data</i> <i>C20. Manage research data</i> <i>C24. Think abstractly</i> <i>C25. Integrate gender dimension in research</i> <i>C26. Interpret current data</i> <i>C29. Promote the participation of citizens in scientific and research activities</i> <i>C30. Promote open innovation in research</i> <i>C31. Promote the transfer of knowledge</i> <i>C32. Publish academic research</i> <i>C33. Draft scientific or academic papers and technical documentation</i> <i>C34. Write scientific publications</i> <i>C35. Synthesise information</i> <i>C37. Study human societies</i> <i>C40. Write research proposals</i>
Transversal competencies	<i>CT1. Demonstrates initiative</i> <i>CT2. Taking a proactive approach</i> <i>CT3. Shows respect for the diversity of cultural values and norms</i> <i>CT4. Applying civic skills and competencies</i> <i>CT5. Critical thinking</i> <i>CT6. Working with digital devices and applications</i> <i>CT7. Applying knowledge in the field of social sciences and humanities</i>

7. Course Objectives (outcome of the acquired competencies)

7.1 General objective of the course	To develop students' understanding of how climate change intersects and is shaped by the interaction among society, policies, and everyday practices.
7.2 Specific objective of the course	By the end of the course, students will be able to take one cross-cutting issue covered in the course (e.g., gender and climate policy, climate disinformation) and analyse how it is framed and contested differently across at least two social or institutional contexts, and produce a structured written piece on its various consequences.

8. Content

8.1 Lectures	Teaching methods	Obs.
1. Introduction: Climate Change as a Wicked Governance Problem.	Presentation, Q&A	
2. The Science–Society Interface: Risk Perception and Public Opinion	Presentation, Q&A	
3. Climate Litigation and the Judicialization of Climate Policy	Presentation, Q&A	
4. Global Climate Governance: The UNFCCC, Paris Agreement, and COP	Presentation, Q&A	
5. The State and Climate Policy: National Strategies and Implementation Gaps	Presentation, Q&A	
6. Climate Justice: Race, Class, and Global Inequality	Presentation, Q&A	
7. Gender, Care, and Climate Policy	Presentation, Q&A	
8. Circular Economy and Waste Governance	Presentation, Q&A	

9. AI, Technology, and Sustainability	Presentation, Q&A	
10. Cities and Subnational Climate Governance	Presentation, Q&A	
11. Food Systems, Agriculture, and Rural Livelihoods	Presentation, Q&A	
12. Media, Disinformation, and the Politics of Climate Communication	Presentation, Q&A	
13. Wrap Up: Imagining Climate Futures: Narratives, Utopias, and Policy Design	Presentation, Q&A	
14. Final Examination: A photo essay and a social media poster	Students' presentations	
8.2 Seminars		
A guided learning space where students question, reflect, and apply ideas. It uses case discussions, group tasks, and presentations to deepen understanding. Further, it bridges theory with practice through structured discussions and short activities.		Discussions based on the readings.
8.2 Bibliography		
• The Wicked Problem of Climate Change: A New Approach Based on Social Mess and Fragmentation," <i>Sustainability</i> 8, no. 12 (2016): 1312. Open access. https://www.mdpi.com/2071-1050/8/12/1312 • "Psychological aspects of climate change risk perception: A content analysis in Iranian context." https://pmc.ncbi.nlm.nih.gov/articles/PMC7871946/ • "Taking climate justice to court," <i>Journal of Political Power</i> (2026). https://www.tandfonline.com/doi/full/10.1080/23251042.2026.2627448#d1e350 • Jänicke, "The Multi-level System of Global Climate Governance – the Model and its Current State," <i>Environmental Policy and Governance</i> 27 (2017): 108–121. https://onlinelibrary.wiley.com/doi/full/10.1002/eet.1747 • Perino, Jarke-Neuert, Schenuit, Wickel & Zengerling, "Closing the Implementation Gap: Obstacles in Reaching Net-Zero Pledges in the EU and Germany," https://www.cogitatiopress.com/politicsandgovernance/article/view/5326 • Aftab, K., Sadaf, F., Sharif, A., & Ahmed, A. A. (2024). Reclaiming public spaces: Experiences of social exclusion of female sanitary workers in public spaces in Lahore, Pakistan. <i>Gender & Development</i>, 32(1–2), 311–332. https://doi.org/10.1080/13552074.2024.2348399 • "Can we turn the tide? Confronting gender inequality in climate policy," <i>Gender & Development</i> 28, no. 3 (2020): 481–498. https://www.tandfonline.com/doi/full/10.1080/13552074.2020.1836817 • Barford & Ahmad, "A Call for a Socially Restorative Circular Economy: Waste Pickers in the Recycled Plastics Supply Chain," <i>Circular Economy and Sustainability</i> 1, no. 2 (2021): 761–782. https://pmc.ncbi.nlm.nih.gov/articles/PMC8192276/ • Criado, Sandoval-Almazán & Gil-Garcia, "Artificial Intelligence and Public Administration: Understanding Actors, Governance, and Policy from Micro, Meso, and Macro Perspectives," <i>Public Policy and Administration</i> 40, no. 2 (2025): 173–184. https://journals.sagepub.com/doi/10.1177/09520767241272921 • "What can city leaders do for climate change? Insights from the C40 Cities Climate Leadership Group network," <i>Regional Studies</i> (2022). https://www.tandfonline.com/doi/full/10.1080/00343404.2021.2005244#d1e620 • "Solving climate change requires changing our food systems," <i>Oxford Open Climate Change</i> 5, no. 1 (2025): kgae024. https://academic.oup.com/oocc/article/5/1/kgae024/7942019 • "The new denial: climate solution misinformation on social media," <i>Global Sustainability</i> (2025). Open access https://www.cambridge.org/core/journals/global-sustainability/article/new-denial-climate-solution-misinformation-on-social-media/F10A70013E056587C9881DFBC3E4F877		

- "Imagination and transformations to sustainable and just futures," *Elementa: Science of the Anthropocene* 8, no. 1 (2020): 81. <https://online.ucpress.edu/elementa/article/8/1/081/114610/Imagination-and-transformations-to-sustainable-and>

Other Useful Recommended Resources:

- "Personalising climate change — how activists from Fridays for Future visualise climate action on Instagram," *Humanities and Social Sciences Communications* 11 (2024): 1073. <https://www.nature.com/articles/s41599-024-03556-7>
- "Global health, climate change and migration: The need for recognition of 'climate refugees'," *Journal of Global Health* (2023). <https://pmc.ncbi.nlm.nih.gov/articles/PMC10037158/>
- "Utopianism in state–society interaction: reflections on the transdisciplinary intervention 'Places of Hope'," *Journal of Environmental Policy & Planning* (2024). <https://www.tandfonline.com/doi/full/10.1080/1523908X.2024.2406262>
- "Loss and Damage Funding in the UN Climate Negotiations: From Dialogue to Reality," *Environment: Science and Policy for Sustainable Development* 65, no. 3 (2023). <https://www.tandfonline.com/doi/full/10.1080/00139157.2023.2180268>
- "OSCE and climate security: diplomatic practice in a changing geopolitical context," *International Affairs* 99, no. 3 (2023): 1149–1168. <https://academic.oup.com/ia/article/99/3/1149/7111472>
- "Indigenous Peoples' rights in national climate governance: An analysis of Nationally Determined Contributions (NDCs)," *Ambio* 53 (2024): 452–468. <https://link.springer.com/article/10.1007/s13280-023-01922-4>

Resources for writing Photo Essays:

- Shorthand — How to Create a Photo Essay — focused on sequencing images and pairing them with text for narrative flow. <http://shorthand.com/the-craft/compiling-an-engaging-photo-essay/>
- Digital Photography School — 5 Tips for Impactful Results — practical, concise tips on consistency and storytelling arc. <https://digital-photography-school.com/5-photo-essay-tips/>

Resources for designing a social media poster:

- VistaPrint — How to Design a Poster in 8 Steps — a simple step-by-step process with design workflows. <https://www.vistaprint.com/hub/how-to-design-posters>
- AND Academy — A Complete Guide to Social Media Graphics — covers branding consistency and content-type variety (carousel, single image, etc.). <https://www.andacademy.com/resources/blog/graphic-design/social-media-graphics/>

9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

The course aligns with the sustainability epistemic community by integrating interdisciplinary theory involving sociology, public policy, and environmental governance with current debates on climate obstruction, justice, and emerging issues such as the circular economy and AI governance. Furthermore, it builds competencies in policy analysis, critical evaluation, and applied communication through assessments such as policy briefs, research papers, and creative formats like posters and case comparisons. Conclusively, it prepares students to analyze, communicate, and act on real-world climate governance challenges, in line with the expectations of professional associations and employers in the field.

10. Evaluation

Activity:	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Lectures	Explains concepts in a logical flow, uses clear examples, and summarizes key takeaways. Encourages participation, answers questions effectively, and keeps the session interactive. Connects topics to real scenarios, tools, and problem-solving approaches.	A one-pager outline of the topic and a final photo essay (50%), followed by a social media poster (20%) and Q&A. (scores from min 0p to max 10p)	70%
10.5 Seminars	An extended discussion related to the previous lecture, based on the relevant readings.	Active participation (0.3p/ active participation)	30%
10.6 Minimum requirements: To get at least 5 points from a maxim of 10 points corresponding to the maximum score/ grade. Plagiarism will be promptly sanctioned according to university regulations.			

11. ODD Labels (Sustainable Development Goals)¹

	Sustainable Development Goals				
	5 GENDER EQUALITY 	10 INEQUALITĂȚI REDUSE 	11 ORĂȘE ȘI COMUNITĂȚI DURABILE 	12 CONSUM ȘI PRODUȚIE RESPONSABILĂ 	13 ACȚIUNE CLIMATICĂ 
	16 PACE, JUSTIȚIE ȘI INSTITUȚII EFICIENTE 	17 PARTENERIATE PENTRU REALIZAREA OBIECTIVELOR 			

Date: 25-09-26 Signature of course lecturer /seminar tutor: Khadija Aftab

Date of approval: Signature of the head of department

¹ Keep only the ODD labels relevant for your course.