CLIM805

Climate Change: Policies, Management and Adaptation

S2 Evening 2016

Department of Geography and Planning

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Kate McCauley
kate.mccauley@mq.edu.au
Contact via Email
W3A429
Thursdays by appointment

Andrew McGregor
andrew.mcgregor@mq.edu.au

Credit points
4

Prerequisites
Admission to MClimCh or MEnv or PGDipEnv or PGCertEnv or MWldMgt or PGDipWldMgt or PGCertWldMgt or MSc in Biodiversity Conservation or PGDipSc in Biodiversity Conservation or PGCert in Biodiversity Conservation or MSusDev or GradDipEnv or GradCertSusDev or GradDipSusDev or MEnvPlan or MConsBiol or GradDipConsBiol or MPASR or GradDipPASR or GradCertPASR

Corequisites

Co-badged status
GEOP705

Unit description
Global climate change is one of the important issues facing humanity in the 21st century. The ability to mitigate or adapt to projected climate change depends on developing an integrated perspective on the physical, biological, biogeochemical, socio-economic and cultural factors that influence the climate system. This unit focuses on the legal and socio-economic frameworks for understanding mitigation and adaptation to climate change, and covers (a) the legal and regulatory frameworks for climate change, (b) technological and economic strategies for climate mitigation, (c) risk management, (d) the ethical context of climate change specifically with respect to sustainability and cultural diversity and (e) climate-change governance. It also examines human adaptation to climate change from a diversity of perspectives. It will provide students with the background to critically evaluate the complex interactions that influence human responses to climate change and our ability to change future climate trajectories through political, economic and legislative means. The course is taught by a team of internationally renowned experts drawn from the University's Concentration of Research Excellence (CORE) in Climate Futures.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrated understanding of current progress on climate change policy, particularly in regards to mitigation and adaptation opportunities

Ability to compare and contrast different approaches to climate change from perspectives of equity and justice

Ability to identify diverse ethical, political, social and economic influences on human responses to climate change

Demonstrated understanding of the scalar dimensions of human responses to climate change

Skills to promote and pursue pathways to climate-resilient futures through a variety of communicative means

Ability to work collaboratively and as part of a team on climate related issues

General Assessment Information

Marking rubrics:

Marking rubrics will be provided in class for each assessment task.

Penalty for late submission of assessment tasks:

Assessment tasks are to be submitted on the date listed under the Assessment Tasks section of this Unit Guide. 5 marks will be deducted off the final mark for the assessment task for each day that the assessment task is late. For example, for a student who initially receives a mark of 75 for an assessment task but this task was submitted two days late, they will be penalised a total of 10 marks - to bring a final mark of 65.

Extensions:

Extensions must be requested in advance and in writing via email to your Unit Convenor. In the email, please explicitly state the reason for the request.

Assessment Tasks

Name	Weighting	Due
Climate Policy Development	10%	Wed 24 Aug 2016
Mitigation strategies	40%	Wed 5 Oct 2016
Climate resilience conference	40%	Wed 2 Nov 2016
Participation	10%	All semester

Climate Policy Development

Due: **Wed 24 Aug 2016**
Weighting: **10%**

Create a 2-page Information Sheet that outlines the evolution of climate policy in a country of your choice. Identify the key actors, events and influences that have shaped policy in that country.

In your information sheet, you are encouraged to consider:

- Current targets and goals to address climate change;
- Key climate change policies, programs and institutions;
- Comparisons with other countries;
- Participation in international forums and agreements;
- Influential domestic organisations and actors;
- Barriers to progress; and
- Socio-cultural, economic and ethical contexts that influence climate policy development and implementation.

The Information Sheet is expected to be delivered in a way that would effectively inform a general audience as to the state of play for climate change policy development in your country of choice. You are expected to draw from academic (e.g. academic journal articles) as well as non-academic sources (e.g. government and non-government policy documents, reports, media

coverage, etc.).

On successful completion you will be able to:

- Demonstrated understanding of current progress on climate change policy, particularly in regards to mitigation and adaptation opportunities
- Ability to compare and contrast different approaches to climate change from perspectives of equity and justice
- Ability to identify diverse ethical, political, social and economic influences on human responses to climate change
- Demonstrated understanding of the scalar dimensions of human responses to climate change

Mitigation strategies

Due: **Wed 5 Oct 2016**
Weighting: **40%**

One of the key challenges for those working on climate change is communicating complex concepts and initiatives to different audiences. This assignment addresses this issue in two parts.

Task 1: Group e-presentation on mitigation strategies (7 minutes - 20%)

Task 1 requires you to work in a small group (between 4 and 6 people) and create an e-presentation oriented at promoting a particular mitigation strategy of your choice to a general audience (i.e. something that might be posted on youtube or a website with important and valuable information about climate change, for example).

The e-presentation should be no more than 7 minutes long and can take the form of a podcast, digital story, video, slowmation, blended media or narrated powerpoint. The e-presentation should explain the mitigation strategy and provide convincing arguments for its adoption. The presentations will be shown in class and be followed by a public question and answer session (held during class).

If you are not already familiar with e-presentations, this assignment will require you to develop some technical communication skills and have access to presentation software (such as powerpoint, imovie or windows movie maker). A library training session will be held in the early weeks of Semester 2 and help with this, however, you are also expected to develop these skills through accessing other helpful information in your own time such as online forums and training modules. A valuable website which contains much of the information you require is - http://www.digiexplanations.com/.

Please note that this task is expected to submitted to the Unit Convenor via email. In addition, each team is required to email the Unit Convenor outlining the contribution of individual team members (the format for this will be clarified in class).

Task 2: Individual information sheets on mitigation (1,000-word report - 20%)

Task 2 is an individual task rather than a group task. Each member of the group is required to prepare a 1,000-word report which advocates for adoption of this mitigation strategy in a country of their choice. A key aspect of this argument is 'why' the mitigation strategy should be adopted and 'why' it is appropriate for your country. Each student is expected to select a different country. The report should be written as an academic essay and fully referenced using the Harvard Referencing Style. Effective use of diagrams and pictures is encouraged.

On successful completion you will be able to:

- Demonstrated understanding of current progress on climate change policy, particularly in regards to mitigation and adaptation opportunities
- Ability to compare and contrast different approaches to climate change from perspectives of equity and justice
- Ability to identify diverse ethical, political, social and economic influences on human responses to climate change
- Demonstrated understanding of the scalar dimensions of human responses to climate change
- Skills to promote and pursue pathways to climate-resilient futures through a variety of communicative means
- Ability to work collaboratively and as part of a team on climate related issues

Climate resilience conference

Due: **Wed 2 Nov 2016**
Weighting: **40%**

For this assessment task, you are invited to give a **5-10 minute oral presentation (weighting 20%)** and publish a **2,000-word fully-referenced essay (weighting 20%)** in the proceedings of a conference workshop entitled 'Pathways towards ethical and just climate-resilient futures'.

You must submit via email a one-paragraph abstract (max. 250 words) to the Unit Convenor for approval at least 2 weeks prior to the conference. You are encouraged to respond creatively to the conference theme. In your response, you may like to consider aspects such as:

- Ethical dimensions of a particular adaptation strategy;
- Human and non-human climate justice issues;
- Climate vulnerabilities;
- Preparing for climate disasters;
- Building capacities in people and places;
- Promising strategies and initiatives from around the world.

Please note that your topic must be different to your mitigation strategies e-presentation topic.

Your presentation should be solution-oriented (i.e. helpful in preparing society to respond to climate change) and based on your 2,000-word essay. The presentation is worth 20% of your final grade and the accompanying essay is also worth 20%.

On successful completion you will be able to:

- Demonstrated understanding of current progress on climate change policy, particularly in regards to mitigation and adaptation opportunities
- Ability to compare and contrast different approaches to climate change from perspectives of equity and justice
- Ability to identify diverse ethical, political, social and economic influences on human responses to climate change
- Demonstrated understanding of the scalar dimensions of human responses to climate change
- Skills to promote and pursue pathways to climate-resilient futures through a variety of communicative means

Participation

Due: **All semester**
Weighting: **10%**

If we are to address the challenges of climate change it is important that we act as informed and involved citizens. This means participating in climate change debates effectively both face-to-face and online. This final assessment task requires your active participation in class and in the online discussion forum (via iLearn) and is aimed at developing your communication skills, both in person and online via iLearn, enabling you to actively participate in climate change discussions, advocacy and action out in the broader community. Your contribution to class and the online discussion forum will be assessed over the entire semester. This is not a matter of being the loudest voice in class but rather a matter of engaging insightfully and effectively with the issues being discussed.

Participation will be assessed across the whole semester in terms of:

- **Class attendance (5%)**
- **Class participation (5%)** (including online discussion forum via iLearn)

You are expected to come to class prepared to contribute to class discussion which will take place each week sometime after the lecture. This means that you are expected to have prepared for class as requested by the guest lecturer (this may vary from week to week and will be posted on iLearn via an announcement close to a week in advance) including carefully and critically attending to the set readings.

Each week a number of people will be called upon randomly (on the spot) to co-lead a class discussion based on the set readings. Each person will be allocated 5 minutes presentation time. You are expected to co-lead a class discussion at least once over the semester. In addition, you are expected to contribute critically during class discussion and the online discussion forum. You will be assessed according to the quality of your contribution over the whole semester. If for some reason you do not get a chance to say much in class, you will still be able to achieve a good grade through class attendance and participation in the online discussion forum.

The intention is for the co-leaders to facilitate an impromptu and fluid group discussion based on the set readings by making insightful and critical comments, and posing questions to the class. You may like to consider:

- What questions the readings either together or separately raised for you?
- What you found interesting?
- What you found helpful and not so helpful?
- What you think was missing (if anything) and what could have been done better?
- How did these papers compare to the lecture content and academic literature covered to date i.e. similar or opposing views, aims, methods etc.

On successful completion you will be able to:

- Demonstrated understanding of current progress on climate change policy, particularly in regards to mitigation and adaptation opportunities
- Ability to compare and contrast different approaches to climate change from perspectives of equity and justice
- Ability to identify diverse ethical, political, social and economic influences on human responses to climate change
- Skills to promote and pursue pathways to climate-resilient futures through a variety of communicative means
- Ability to work collaboratively and as part of a team on climate related issues

Delivery and Resources

This unit will be taught on Thursday evenings between 6 and 9pm, and led by climate change experts from across the university. All relevant information to prepare for class will be available on iLearn. Students are expected to undertake Required Readings and come to class prepared (as per iLearn announcements).

Readings: (any updates to this reading list will be announced via iLearn)

All students should familiarise themselves with the sections of the 5th Assessment Report of the IPCC available here: https://www.ipcc.ch/report/ar5/

Week 1 Kate McCauley

Required:

Gardiner S (2010), Ethics and climate change: an introduction, Wiley Interdisciplinary Reviews: Climate Change, 2010

Hayward T (2012), Climate Change and Ethics, Nature Climate Change 2, pp 843–848

UNFCCC Big Picture of Climate Change (please browse this page prior to class):

http://bigpicture.unfccc.int/#content-the-paris-agreemen

Recommended:

Gibson-Graham JK (2011): A feminist project of belonging for the Anthropocene, Gender, Place & Culture: A Journal of Feminist Geography, 18:01, pp 1-21

Randalls S (2011), Broadening debates on climate change ethics: beyond carbon, The Geographical Journal, Vol. 177, No. 2, June 2011, pp 127–137

UNFCC Framework on Climate Change 1992:

http://unfccc.int/resource/docs/convkp/conveng.pdf

UNFCC Kyoto Protocol:

http://unfccc.int/resource/docs/convkp/kpeng.pdf

UNFCCC Paris Agreement:

http://unfccc.int/resource/docs/2015/cop21/eng/l09r01.pdf

Week 2 Andrew McGregor

Required:

McGregor, A. 2015. REDD+ in Asia Pacific. Nature Climate Change 5, 623-4.

Stehfest, E., Bouwman, L., van Vuuren, D., den Elzen, M., Eickhout, B., Kabat, P. 2009. Climate benefits of changing diet. Climatic Change 95: 83-102.

Recommended:

Corbera, E ; Schroeder, H, Governing and implementing REDD+, Environmental Science and Policy, 2011, Vol.14(2), pp.89-99

Food and Agriculture Organisation 2006 Livestock's Long Shadow (particularly chapter 3). http://www.fao.org/docrep/010/a0701e/a0701e00.HTM

McGregor, A. 2010 Green and REDD? Towards a political ecology of deforestation in Indonesia. Human Geography 3, 2, 21-34.

UN-REDD website: http://www.un-redd.org/

Week 3 Martin Rice

Readings tbc

Week 4 E-Presentation Training

NA

Week 5 Jon Symons

Required - Innovation:

Victor, David (2011), “Promoting technological change”, in Global Warming Gridlock: Creating More Effective Strategies for Protecting the Planet, Cambridge UP: Cambridge. Pp 116-164.

David King, John Browne, Richard Layard, Gus O’Donnell, Martin Rees, Nicholas Stern, Adair Turner A Global Apollo Programme to Combat Climate Change

http://cep.lse.ac.uk/pubs/download/special/Global_Apollo_Programme_Report.pdf

Recommended - Innovation:

Brook, B. W., Edney, K., Hillerbrand, R., Karlsson, R., & Symons, J. (2015). Energy research within the UNFCCC: a proposal to guard against ongoing climate-deadlock. Climate Policy, (ahead-of-print), 1-11

Garnaut, R. (2008). The Garnaut climate change review. Melbourne: Cambridge University Press. pp. 219–223; Retrieved from http://garnautreview.org.au/

Mazzucato, Mariana. "The Entrepreneurial State: Foundations for Progressive Economics." Renewal 19. 3-4(2011).

Urpelainen, J. (2012). Technology investment, bargaining, and international environmental agreements. International Environmental Agreements, 12, 145–163

Required - Geoengineering:

Holly Jean Buck, "Climate Remediation to Address Social Development Challenges: Going Beyond Cost-Benefit and Risk Approaches to Assessing Solar Radiation Management" In Engineering the climate: the ethics of solar radiation management. Ed. Christopher J. Preston. Rowman & Littlefield, 2012. pp 133-148

Bodansky, Daniel. “Governing Climate Engineering: Scenarios for Analysis” Discussion Paper 2011-47, Cambridge, Mass.: Harvard Project on Climate Agreements, November 2011. http://belfercenter.ksg.harvard.edu/files/bodansky-dp-47-nov-final.pdf

Recommended - Geoengineering:

Barrett, S. (2008) ‘The Incredible Economics of Geoengineering’, Environmental and Resource Economics 39(1): 45-54.

Goes, M., Tuana, N., and Keller, K. (2011) ‘The Economics (or Lack Thereof) of Aerosol Geoengineering’, Climatic Change 109, 3-4: p.719-744.

Hamilton, C. (2013) Earthmasters: The Dawn of the Age of Climate Engineering, New Haven: Yale University Press.

Lampitt, R. S., Achterberg, E. P., Anderson, T. R., Hughes, J. A., Iglesias-Rodriguez, M. D., Kelly-Gerreyn, B. A., Lucas, M., Popova, E. E., Sanders, R., Shepherd, J. G., Smythe-Wright D.,

and Yool, A. (2008) 'Ocean Fertilization: A Potential Means of Geoengineering?' Philosophical Transactions of the Royal Society of London A 366(1882): 3919-3945.

Morrow, D., Kopp, R. and Oppenheimer, M. (2009) 'Toward Ethical Norms and Institutions for Climate Engineering', Environmental Research Letters 4 (October-December): 5.

Preston Christopher J. (ed) Engineering the climate: the ethics of solar radiation management. Rowman & Littlefield, 2012.

Rayner, S., Redgwell, C., Sauvulescu, J., Pidgeon, N. and Kruger, T. (2010) 'Draft principles for the conduct of geoengineering research (the "Oxford Principles")', reproduced in House of Commons Science and Technology Committee: The Regulation of Geoengineering. Fifth Report of the Session 2009-2010, HC221, 18 March.

Royal Society (2009) Geoengineering the Climate: Science, Governance and Uncertainty, London: Royal Society; http://royalsociety.org/Geoengineering-the-climate/

Victor, D. G. (2008). On the regulation of geoengineering. Oxford Review of Economic Policy, 24(2), 322-336.

Week 6 James Hazelton

Required:

Zahar, Peel, Godden, Australian Climate Law in Global Context, Chapter 3, Pg 92-126

The GRI G4 guidelines, comprising the "Reporting Principles and Standard Disclosures" and the "Implementation Manual":

https://www.globalreporting.org/standards/g4/pages/default.aspx

Week 7 Sara Fuller

Required:

Cameron, J. and Hicks, J. (2014) Performative research for a climate politics of hope: rethinking geographic scale, "impact" scale, and markets, Antipode, 46(1), 53-71.

North, P. and Longhurst, N. (2013) Grassroots localisation? The scalar potential of and limits of the 'Transition' approach to climate change and resource constraint, Urban Studies, 50(7): 1423-1438.

Paterson, M. and Stripple, J. (2010) My Space: governing individuals' carbon emissions. Environment and Planning D: Society and Space, 28: 341-362.

Recommended:

Seyfang, G. and Smith, A. (2007) Grassroots innovations for sustainable development: Towards a new research and policy agenda, Environmental Politics, 16(4): 584-603.

Walker, G. (2011) The role for 'community' in carbon governance, Wiley Interdisciplinary Reviews: Climate Change, 2(5): 777-782.

Week 8 Lesley Hughes

Required:

Rowley N Why the Paris climate talks won't be another Copenhagen, The Conversation 8th April 2015

https://theconversation.com/why-the-paris-climate-talks-wont-be-another-copenhagen-39591

Leviston Z, Price J, Malkin S, McCrea R (2014) Fourth annual survey of Australian attitudes to climate change: Interim report

http://www.csiro.au/Outcomes/Climate/Adapting/Annual-Survey-of-Australian-Attitudes-to-Climate-Change.aspx

Clean Energy Australia Report 2013

http://www.cleanenergycouncil.org.au/policy-advocacy/reports/clean-energy-australia-report.html

Recommended:

Lowy Institute Poll 2015: Attitudes to global warming

http://www.lowyinstitute.org/publications/lowy-institute-poll-2015

Climate Change Authority (2015) Final Report on Australia's Future Emissions Reduction Targets

http://www.climatechangeauthority.gov.au/node/355

Week 9 Fiona Miller

Required:

Miller, F. and Bowen, K. 2013. Questioning the assumptions: the role of vulnerability assessments in climate change adaptation, *Impact Assessment and Project Appraisal*, 31:3, 190-197

Pelling, M. 2011. *Adaptation to Climate Change: From resilience to transformation*, Routledge; London: pp. 20-51

van Aalst, M.K., T. Cannon, and I. Burton. 2008. "Community level adaptation to climate change: The potential role of participatory community risk assessment." *Global Environmental Change* 18:165-179

Recommended:

Adger, W.N., N.W. Arnell, and E.L. Tompkins. 2005. "Successful adaptation to climate change across scales." *Global Environmental Change* 15(2):77-86

Barnett, J & O'Neil, S 2010, 'Maladaptation', *Global Environmental Change*, vol. 20, no. 2, pp. 211-3.

Week 10 Richie Howitt

Required:

Haalboom, B.J., Natcher, D.C., 2012. The Power and Peril of 'Vulnerability': Lending a Cautious

Eye to Community Labels in Climate Change Research. *Arctic* 65 (3), 319-327.'

Langton, M., Parsons, M., Leonard, S., Kate, A., Bell, D., Burgess, P., Edwards, S., Howitt, R., Jackson, S., McGrath, V., Morrison, J., 2012. *National climate change adaptation research plan for Indigenous communities*. National Climate Change Adaptation Research Facility, Griffith University, Brisbane. [available online at http://www.nccarf.edu.au/publications/national-climate-change-adaptation-research-plan-indigenous-communities]

Veland, S., Howitt, R., Dominey-Howes, D., Thomalla, F., Houston, D., 2013. Procedural vulnerability: Understanding environmental change in a remote indigenous community. *Global Environmental Change* 23 (1), 314-326.

Recommended:

Adger, W.N., Huq, S., Brown, K., Conway, D., Hulme, M., 2003. Adaptation to climate change in the developing world. Progress in Development Studies 3 (3), 179-195.Berkes, F., Colding, J., Folke, C., 2000. Rediscovery of Traditional Ecological Knowledge as Adaptive Management. *Ecological Applications* 10 (5), 1251-1262.

Adger, W., Dessai, S., Goulden, M., Hulme, M., Lorenzoni, I., Nelson, D., Naess, L., Wolf, J., Wreford, A., 2009. Are there social limits to adaptation to climate change? *Climatic Change* 93 (3), 335-354.

Ford, J.D., 2012. Indigenous health and climate change. *American Journal of Public Health* 102 (7), 1260-1266.

Ford, J.D., Berrang-Ford, L., King, M., Furgal, C., 2010. Vulnerability of Aboriginal health systems in Canada to climate change. *Global Environmental Change* 20 (4), 668-680.

Ford, J.D., Pearce, T., Duerden, F., Furgal, C., Smit, B., 2010. Climate change policy responses for Canada's Inuit population: The importance of and opportunities for adaptation. *Global Environmental Change* 20 (1), 177-191.

Ford, J.D., Smit, B., Wandel, J., Allarut, M., Shappa, K., Ittusarjuats, H., Qrunnut, K., 2008. Climate change in the Arctic: current and future vulnerability in two Inuit communities in Canada. *The Geographical Journal* 174 (1), 45-62.

Green, D., Alexander, L., McLnnes, K., Church, J., Nicholls, N., White, N., 2010. An assessment of climate change impacts and adaptation for the Torres Strait Islands, Australia. *Climatic Change* 102 (3), 405-433.

Hofmeijer, I., Ford, J.D., Berrang-Ford, L., Zavaleta, C., Carcamo, C., Llanos, E., Carhuaz, C., Edge, V., Lwasa, S., Namanya, D., 2013. Community vulnerability to the health effects of climate change among indigenous populations in the Peruvian Amazon: a case study from Panaillo and Nuevo Progreso. *Mitigation and Adaptation Strategies for Global Change* 18 (7), 957-978.

Howitt, R., Havnen, O., Veland, S., 2012. Natural and Unnatural Disasters: Responding with Respect for Indigenous Rights and Knowledges. *Geographical Research* 50 (1), 47-59.

O'Neill, C., Green, D., Lui, W., 2012. How to make climate change research relevant for Indigenous communities in Torres Strait, Australia. *Local Environment* 17 (10), 1104-1120.

Petheram, L., Zander, K.K., Campbell, B.M., High, C., Stacey, N., 2010. 'Strange changes': Indigenous perspectives of climate change and adaptation in NE Arnhem Land (Australia). *Global Environmental Change* 20 (4), 681-692.

Smit, B., Wandel, J., 2006. Adaptation, adaptive capacity and vulnerability. *Global Environmental Change* 16 (3), 282-292.

Week 11 Kirsty Davies

Required:

Cubasch, Ulrich et al, 'Introduction' in T Stocker, D Qin and G Plattner (eds), Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change (Cambridge University Press, 2013)

http://www.ipcc.ch/report/ar5/wg1/

Intergovernmental Panel on Climate Change, 'Summary for Policymakers' in Martin Parry et al (eds), Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change(Cambridge University Press, 2007) http://www.ipcc.ch/publications_and_data/ar4/wg2/en/spm.html

Vierros, Marjo et al, Traditional Marine Management Areas of the Pacific in the Context of National and International Law and Policy (United Nations University – Institute of Advanced Studies Traditional Knowledge Initiative, 2010) http://www.unutki.org/downloads/File/Publications/Traditional_Marine_Management_Areas_Sept_2010_single_page_webversion_v2.pdf

Unit Schedule

Week / date	Theme	Lecturer	Lecture Topic
Week 1 - 4 Aug	Introduction	Kate McCauley	Coming to agreement: climate ethics and climate change laws
Week 2 - 11 Aug	Mitigation strategies	Andrew McGregor	Mitigating emissions from agriculture and forests
Week 3 - 18 Aug	Mitigation strategies	Martin Rice	Climate change and renewables in Australia
Week 4 - 25 Aug	Training	Kate McCauley/ MQ Library Staff	E-presentation training for Assessment 2
Week 5 - 1 Sep	Mitigation strategies	Jon Symons	Global governance of climate mitigation innovations
Week 6 - 8 Sep	Mitigation strategies	James Hazelton	Financing, accounting for and trading carbon
Week 7 - 15 Sep	Mitigation strategies	Sara Fuller	Grassroots mitigation strategies: community action and behaviour change
Mid-semester break			

Week 8 - 6 Oct	Law, policy and institutions	Lesley Hughes	Climate change: Australian attitudes, policies and institutions
Week 9 - 13 Oct	Adaptation	Fiona Miller	Vulnerability, resilience and community-based adaptation
Week 10 - 20 Oct	Adaptation	Richie Howitt	Indigenous dimensions of adaptation
Week 11 - 27 Oct	Adaptation	Kirsty Davies	Ecosystem services and adaptation
Week 12 - 3 Nov	Conclusions	Conference Session 1	Workshop on pathways towards ethical and just climate-resilient futures
Week 13 - 10 Nov	Conclusions	Conference Session 2	Workshop on pathways towards ethical and just climate-resilient futures

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- Skills to promote and pursue pathways to climate-resilient futures through a variety of communicative means

Assessment tasks

- Mitigation strategies

- Climate resilience conference
- Participation

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrated understanding of current progress on climate change policy, particularly in regards to mitigation and adaptation opportunities
- Ability to compare and contrast different approaches to climate change from perspectives of equity and justice
- Demonstrated understanding of the scalar dimensions of human responses to climate change

Assessment tasks

- Climate Policy Development
- Mitigation strategies
- Climate resilience conference
- Participation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrated understanding of current progress on climate change policy, particularly in regards to mitigation and adaptation opportunities
- Ability to compare and contrast different approaches to climate change from perspectives of equity and justice
- Ability to identify diverse ethical, political, social and economic influences on human responses to climate change
- Demonstrated understanding of the scalar dimensions of human responses to climate

change
- Skills to promote and pursue pathways to climate-resilient futures through a variety of communicative means

Assessment tasks

- Climate Policy Development
- Mitigation strategies
- Climate resilience conference
- Participation

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Demonstrated understanding of current progress on climate change policy, particularly in regards to mitigation and adaptation opportunities
- Ability to compare and contrast different approaches to climate change from perspectives of equity and justice
- Ability to identify diverse ethical, political, social and economic influences on human responses to climate change
- Skills to promote and pursue pathways to climate-resilient futures through a variety of communicative means
- Ability to work collaboratively and as part of a team on climate related issues

Assessment tasks

- Climate Policy Development
- Mitigation strategies
- Climate resilience conference
- Participation

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Skills to promote and pursue pathways to climate-resilient futures through a variety of communicative means
- Ability to work collaboratively and as part of a team on climate related issues

Assessment tasks

- Mitigation strategies
- Climate resilience conference
- Participation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Demonstrated understanding of current progress on climate change policy, particularly in regards to mitigation and adaptation opportunities
- Ability to compare and contrast different approaches to climate change from perspectives of equity and justice
- Ability to identify diverse ethical, political, social and economic influences on human responses to climate change
- Skills to promote and pursue pathways to climate-resilient futures through a variety of communicative means
- Ability to work collaboratively and as part of a team on climate related issues

Assessment tasks

- Climate Policy Development
- Mitigation strategies
- Climate resilience conference
- Participation