



Gelop705

Understanding Climate Change Policies, Management and Adaptation

S2 External 2018

Department of Geography and Planning

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General Information

Unit convenor and teaching staff

Unit Convenor

Maartje Roelofsen

maartje.roelofsen@mq.edu.au

Contact via Email

W3A 433

Tuesdays by appointment

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

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

Ability to conceptualise and promote a research project oriented towards improving climate resilience

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

General Assessment Information

Submission assignments

Unless otherwise indicated, all assignments are due to Turnitin via the GEOP805 iLearn site by 5pm on the due date.

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Special considerations and extensions

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for [Special Consideration](#).

Extensions will only be granted in exceptional circumstances (see [Special Consideration](#)).

Essays submitted after the due date and without an extension will be penalised (see below).

Please contact Maartje before the due date if you think exceptional circumstances are likely to prevent you from handing in your assignment in on time.

Assessment Tasks

Name	Weighting	Hurdle	Due
Climate Policy Development	10%	No	Fri 17 Aug 2018
Mitigation strategies	40%	No	Fri 12 Oct 2018

Name	Weighting	Hurdle	Due
<u>Climate resilience conference</u>	40%	No	Thu 8 Nov 2018
<u>Participation</u>	10%	No	All semester

Climate Policy Development

Due: **Fri 17 Aug 2018**

Weighting: **10%**

Create a 2-page (1,000-words) 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.). You are expected to provide a reference list as a supplement to the Information Sheet. References are not included in final word count.

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

Mitigation strategies

Due: **Fri 12 Oct 2018**

Weighting: **40%**

One of the key challenges for those working on climate change is communicating complex concepts and initiatives to different audiences. There are two submissions required for this assignment.

Task 1: An individual e-presentation script (1,000-word script - 20%)

Task 1 of this assignment is an individual task. You are required to prepare a 1,000-word script, which will provide an outline of the e-presentation that you will create with a team (see task 2). This script will be formatted in an AV script. A detailed explanation of what should be included in the script will be communicated on iLearn. Your script is due in week 7 and should then be shared with the team members you will be working with on task 2 (see below). Each team will either a) self-select one of the team member's scripts, or; b) decide to combine elements from their scripts to make into the finished e-presentation.

Please note that all individual scripts are also expected to be submitted to the Unit Convenor via Turnitin in week 7. This component will comprise 50% of your mark for this assignment (individual).

Task 2: Group e-presentation on mitigation strategies (7 minutes - 20%)

Task 2 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). External students are expected to make use of online tools to communicate with each other and to organize the work involved in this task. On iLearn, students will be provided with further instructions and tips on how to carry out this assignment successfully as a group. In preparing the e-presentation you will rely on the script that you submitted (task 1).

The e-presentation should be no more than 7 minutes long and can take the form of a podcast, digital story, video, slowmotion, blended media or narrated powerpoint. The e-presentation should explain the mitigation strategy and provide convincing arguments for its adoption.

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). The lecture delivered by Michael Rampe in week 7 will 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/>. Also, Lynda.com is available to all Macquarie students.

Please note that this task is expected to be 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 made available on iLearn). This component will comprise

50% of your mark for this assignment (group). The e-presentations will be shown on iLearn. The makers of the e-presentation are asked to respond to the questions and comments that are posted in the comments thread that follows the e-presentation online (week 12).

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
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- Demonstrated understanding of the scalar dimensions of human responses to climate change
- Ability to conceptualise and promote a research project oriented towards improving climate resilience
- Ability to work collaboratively and as part of a team on climate related issues

Climate resilience conference

Due: **Thu 8 Nov 2018**

Weighting: **40%**

For this assessment task, you are invited to give a **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) of your conference presentation 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 should outline a potential research project that could be completed in the second year of your MRes degree. It can be a fictional project or be related to what you actually intend to do. It is important the project has a clear aim and methods and draws upon current research in the field. Some topics you might like to consider are:

- 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.

External students are expected to create and upload a video presentation, which will be displayed onscreen on the evening of the conference. The video presentation will have a comments thread where presenters will be asked questions. Each presentation will feature online for a week, so questions can come in at any time during that week. External students are therefore asked to regularly check their comments page to see if anyone has asked questions. Detailed instructions for this assignment will be provided on iLearn.

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Participation

Due: **All semester**

Weighting: **10%**

This final assessment task requires your active participation in the online discussion forum (via iLearn) and is aimed at developing your communication skills, enabling you to actively participate in climate change discussions, advocacy and action out in the broader community. Your contribution to the online discussion forum will be assessed over the entire semester. This is not a matter of posting as many comments and questions online 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:

- **Attendance online lectures** (watching and listening to the recorded lectures through the Echo Active Learning Platform incorporated in the iLearn site is required for external students. The Echo Active Learning Platform tracks and records your visits)
- **Participation** (including tutorials and online discussion forum via iLearn)

External students are required to participate in online tutorial discussions and activities throughout the semester. More details about the online activities will be made available on iLearn. You are expected to contribute to online discussions each week sometime after the lecture. This means that you are expected to have prepared for the discussion 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.

Based on the set readings, you are expected to prepare two questions that would guide an online discussion following each guest lecture. The two questions have to be submitted to the weekly discussion forum on iLearn prior to class. Each week a number of people will be called upon randomly to co-lead a discussion, making use of the submitted questions prepared by fellow students. Each external student is expected to co-lead an online discussion at least once over the semester. In addition, you are expected to contribute critically during online discussions and the online general discussion forum. You will be assessed according to the quality of your contribution over the whole semester.

The intention is for the co-leaders to facilitate an impromptu and fluid group discussions online 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:

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- Ability to conceptualise and promote a research project oriented towards improving climate resilience
- 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 scholars 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). The reading list will be announced via iLearn.

Attendance internal students:

Attendance at the lectures for internal students is **required** and will be recorded on an attendance sheet. Preparation and engagement with the discussions in class will contribute to your grade for assignment 4.

Attendance external students:

Watching and listening to the recorded lectures through the Echo Active Learning Platform incorporated in the iLearn site is **required** for external students. The Echo Active Learning Platform tracks and records your visits. To learn more about which data Echo collects, read the Echo's privacy policy: https://echo360.org.au/user/new/legal/privacy_policy#what-personal-data-we-collect Preparation and engagement with the online discussions after each lecture will contribute to your grade for assignment 4.

Unit Schedule

Week / date	Lecturer	Lecture Topic
1 - 2 Aug	Maartje Roelofsen	The ethics of climate change
2 - 9 Aug	Lesley Hughes	Climate change: Australian attitudes, policies and institutions
3 - 16 Aug	Andrew McGregor	Cow burps and forest fires: mitigating emissions from agriculture and forestry
4 - 23 Aug	Jon Symons	From innovation-led mitigation to climate interventions
5 - 30 Aug	James Hazelton	Financing, accounting for and trading carbon
6 - 6 Sep	Donna Houston	Environmental justice for the Anthropocene
7 - 13 Sep	Michael Rampe	E-presentation training for assessment 2
	Mid-semester break	
8 - 4 Oct	Sara Fuller	Grassroots mitigation strategies: community action and behaviour change
9 - 11 Oct	Richie Howitt	Indigenous dimensions of adaptation
10 - 18 Oct	Fiona Miller	Introducing adaptation: vulnerability, resilience and equity
11 - 25 Oct	Richard Carter-White	Geopolitics and/of climate change
12 - 1 Nov	Conference	Workshop on pathways towards ethical and just climate resilient futures
13 - 8 Nov	Conference	Workshop on pathways towards ethical and just climate resilient futures

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy

- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- Ability to conceptualise and promote a research project oriented towards improving climate resilience

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
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Assessment tasks

- Climate Policy Development
- Mitigation strategies
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- 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
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- 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

- Ability to conceptualise and promote a research project oriented towards improving climate resilience
- 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

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Assessment tasks

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