



Australia's
Global
University



ARTS2242

The Politics of Climate Change

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Sophie Adams	s.m.adams@unsw.edu.au	Thursdays 3-4pm by appointment		

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

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Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Environmental Humanities*

Climate change is often understood as primarily a scientific or environmental problem that requires economic or technological solutions. In this course we will explore how climate change is perhaps better understood as a social, cultural and political phenomenon which is remaking the ways in which we understand our relationship with the Earth. How we understand climate, weather, nature and the environment are crucial for understanding contemporary global warming and our responses to it. We will examine the underlying politics of climate change. You will garner a conceptual and methodological toolkit for interpreting and making sense of the social aspects of climate change and the often intense political arguments that surround it. The course explores the history of climate science and the more recent emergence of a global consensus on anthropogenic global warming. The course goes on to consider recent work on abrupt climate change, climate modelling and the politics of climate change adaptation and mitigation technologies. The course draws on a multi-disciplinary framework for understanding the social, historical and political aspects of climate change, with insights from politics, sociology, and science and technical studies (STS). You will be introduced to key areas of contemporary scholarly thinking in the environmental humanities – including political ecology, the sociology of scientific knowledge and contemporary political theory.

At the conclusion of this course the student will be able to

1. Identify historical and political contexts that shape the current debates about climate change
2. Apply a conceptual framework to understand the underlying social and cultural faultlines of climate change
3. Make evidence-based arguments using independently located sources

Teaching Strategies

This course requires students to engage with contemporary sociological and humanities analytical scholarship in exploring and analysing the politics of climate change. It will require reflective and self-critical learning together with a capacity to assemble and synthesise information from a range of sources and disciplinary backgrounds. The course also will require students to apply these insights in a real-world example and to complete a major piece of assessment that examines their capabilities to do this. These objectives will be achieved through lectures, in-depth tutorial discussions, independent research and the preparation of assessment tasks. In order for students to develop the forms of critical reflection necessary for this course, participation in tutorial discussion will be emphasised and is reflected in the assessment schedule.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Short essay - Interpretive Analysis	20%	24/08/2018 05:00 PM	1,2
Short Essay - Discourse Analysis	20%	14/09/2018 05:00 PM	1,2
Short Essay - Narrative Analysis	20%	05/10/2018 05:00 PM	1,2
Final Essay and Presentation	40%	26/10/2018 05:00 PM	1,2,3

Assessment Details

Assessment 1: Short essay - Interpretive Analysis

Start date: Not Applicable

Length: 750 words

Details: This first essay task is designed to examine students' engagement with interpretive social science approaches to climate change. Students are required to conduct a brief interview with a fellow class member, focused on the public meanings of climate change, to transcribe the interview and provide a written analysis of the social meanings of climate change evident in their subject's responses. The full transcription of the interview is included as an appendix to the paper. The word length for this piece is 750 words. Individual written feedback is provided.

Assessment 2: Short Essay - Discourse Analysis

Start date: Not Applicable

Length: 750 words

Details: Students are provided with a contemporary climate change policy document and required to critically examine the discursive framing of the document in an essay of 750 words. Individual written feedback is provided.

Assessment 3: Short Essay - Narrative Analysis

Start date: Not Applicable

Length: 750 words

Details: Students are required to produce a narrative analysis of the representation of climate change in contemporary fiction (literature or film). The word length for this piece is 750 words. Individual written

feedback is provided.

Assessment 4: Final Essay and Presentation

Start date: Not Applicable

Length: 3000 words

Details: This assessment is a 3000-word essay combined with an in-class presentation. The essay topic is published on the course Moodle site. The task represents 40% of the final grade for the course, combining a 10% grade for an in-class presentation and a 30% grade for the final essay. Individual written feedback is provided. The final essay is the final assessment for attendance purposes.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non-percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
<https://student.unsw.edu.au/special-consideration>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	Introduction and structure of the course
Week 2: 30 July - 5 August	Lecture	The discovery of climate change
	Tutorial	<p>Readings:</p> <p>1. Hulme, M. 2009: <i>Why We Disagree About Climate Change</i></p> <ul style="list-style-type: none"> • Chapter 2: The discovery of climate change • Chapter 9: The way we govern <p>2. Urry, J. 2011: <i>Climate Change and Society</i>. London: Polity.</p> <ul style="list-style-type: none"> • Chapter 1: Society matters
Week 3: 6 August - 12 August	Lecture	Interpretive approaches to climate change
	Tutorial	<p>Readings:</p> <p>1. Hulme, M. 2009: <i>Why We Disagree About Climate Change</i></p> <ul style="list-style-type: none"> • Chapter 5: The things we believe • Chapter 6: The things we fear <p>2. Proctor, J. D. 1998: The meaning of global environmental change: retheorising culture in human dimensions research. <i>Global Environmental Change</i> 8(3): 227-48.</p>
Week 4: 13 August - 19 August	Lecture	The social meanings of climate change
	Tutorial	<p>Readings:</p> <p>1. Hulme, M. 2009: <i>Why We Disagree About Climate Change</i></p> <ul style="list-style-type: none"> • Chapter 7: The communication of risk <p>2. Baldwin, A. 2013: Racialisation and the figure of the climate-change migrant. <i>Environment and Planning A</i> 45(6): 1474-90.</p>

Week 5: 20 August - 26 August	Lecture	Experiencing the impacts of climate change
	Tutorial	<p>Readings:</p> <ol style="list-style-type: none"> O'Brien, K. et al. 2007: Why different interpretations of vulnerability matter in climate change discourses. <i>Climate Policy</i> 7(1): 73-88. Schipper, E.L.F. 2006: Conceptual History of Adaptation in the UNFCCC Process. <i>RECIEL</i> 15(1): 82-92.
Week 6: 27 August - 2 September	Lecture	The social construction of science
	Tutorial	<p>Readings:</p> <ol style="list-style-type: none"> Hulme, M. 2009: <i>Why We Disagree About Climate Change</i> <ul style="list-style-type: none"> Chapter 3: The performance of science Edwards, P. N. 2010: <i>A Vast Machine: Computer Models, Climate Data and the Politics of Global Warming</i>. Cambridge, M.A.: MIT Press. <ul style="list-style-type: none"> Chapter 1: Introduction Rudiak-Gould, P. 2013: "We have seen it with our own eyes": why we disagree about climate change visibility. <i>Weather, Climate, and Society</i> 5: 120-132.
Week 7: 3 September - 9 September	Lecture	Conceptualising the politics of climate change
	Tutorial	<p>Readings:</p> <ol style="list-style-type: none"> Clark, N., and York, R. 2005: Carbon metabolism: global capitalism, climate change and the biospheric rift. <i>Theory and Society</i> 34: 391-428. Mitchell, T. 2009: Carbon democracy. <i>Economy and Society</i> 38(3): 399-432.
Week 8: 10 September - 16 September	Lecture	Financialisation, securitisation and post-politicisation of climate change
	Tutorial	<p>Readings:</p> <ol style="list-style-type: none"> Hulme, M. 2009: <i>Why We Disagree About Climate Change</i>

		<ul style="list-style-type: none"> • Chapter 4. The endowment of value <p>2. Blühdorn, I. 2011: The politics of unsustainability: COP 15, post-ecologism and the ecological paradox. <i>Organisaton and Environment</i> 24(1): 34-53.</p> <p>3. Swyngedouw, E. 2010: Apocalypse Forever? Post-political Populism and the Spectre of Climate Change. <i>Theory, Culture & Society</i> 27(2-3): 213-32.</p>
Week 9: 17 September - 23 September	Lecture	A new climate for society
	Tutorial	<p>Readings:</p> <p>1. Jasanoff, S. 2010: A new climate for society. <i>Theory, Culture & Society</i> 27(2-3): 233-53.</p> <p>2. Yusoff, K., and Gabrys, J. 2011: Climate change and the imagination. <i>Wires: Climate Change</i>.</p>
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Lecture	Climate modernities?
	Tutorial	<p>Readings:</p> <p>1. Cosgrove, D. 1994: Contested Global Visions: One-World, Whole-Earth, and the Apollo Space Photographs. <i>Annals of the Association of American Geographers</i> 84(2): 270-94.</p> <p>2. Lövbrand, E., Stripple, J. and Wiman, B. 2009. Earth system governmentality: reflections on science in the Anthropocene. <i>Global Environmental Change</i> 19: 7-13.</p>
Week 11: 8 October - 14 October	Lecture	The hybrid climates of the Anthropocene
	Tutorial	<p>Readings:</p> <p>1. Chakrabarty, D. 2009: The Climate of History: Four Theses. <i>Critical Inquiry</i> 35: 197-222.</p> <p>2. Clark, N. 2010: Volatile Worlds, Vulnerable Bodies: Confronting Abrupt Climate Change. <i>Theory, Culture & Society</i> 27(2-3): 31-53.</p> <p>3. Malm, A. and Hornborg, A. 2014: The geology of mankind? A critique of the Anthropocene narrative.</p>

		<i>The Anthropocene Review</i> 1(1): 62-69.
Week 12: 15 October - 21 October	Lecture	Democratising climate change?
	Tutorial	Reading: 1. Hulme, M. 2009: <i>Why We Disagree About Climate Change</i> • Chapter 10: Beyond climate change

Resources

Prescribed Resources

Weekly readings and other suggested resources are available in an online course resources list accessible via Moodle.

Recommended Resources

Course Evaluation and Development

Image Credit

Ice Watch by Olifur Eliasson and Minik Rosing, Place du Pantheon, Paris, 2015

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<http://olafureliasson.net/archive/artwork/WEK109190/ice-watch>

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