COMD5004

Climate Change Adaptation & Development

Term Two // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Matthew Wilkinson	m.wilkinson@unsw.edu.au	Weekdays, 8am-5pm. Consultations by appointment.	Consultations by Appointment	0452 169 660

School Contact Information

School of Social Sciences

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Course Details

Credit Points 6

Summary of the Course

Have you ever wondered how climate change affects the lives and livelihoods of the poorest people in developing countries? This course exposes you to key themes in the climate change adaptation and international development debate and enables you to critically understand the climate change and development issues affecting the capacity and well-being of local communities in Australia and developing countries. The course examines how local level responses to climate change are shaped by multi-level climate governance processes, exposes inequities in adaptation responses to climate change impacts, and explores how these adaptations can better respond to the needs of poor and disadvantaged communities

Course Learning Outcomes

1. Identify and explain the range of concepts, policies and practice of climate change adaptation in relation to development studies
2. Critically analyse climate change adaptation policy and practices in different contexts using case studies
3. Propose pathways and options for reducing community vulnerability and enhancing resilience
4. Undertake critical social science research and analysis, independently and in a team environment, and further develop research, interpersonal, communication and teamwork skills

Teaching Strategies

All aspects of this course follow a student-focused approach to teaching and learning. The learning outcomes of this course will be addressed through a balanced combination of different teaching activities. You will actively participate in seminars, in-class reading, discussion groups and online Moodle forums. Seminars are conceived of as an interactive learning activity where you can ask questions, clarify concepts and explore solutions to climate change problems.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Essay	30%	02/07/2021 11:59 PM	1, 3, 4
Policy Analysis Report	50%	06/08/2021 11:59 PM	2, 3, 4
Assignment: In-class Group Presentation	20%	Not Applicable	2, 3, 4

Assessment Details

Assessment 1: Essay

Start date: Not Applicable

Length: 800 words

Details:

Students are required to write an individual essay on conceptual advances related to climate vulnerability and adaptation in relation to enhancing equitable outcomes in adaptation to climate change. This essay should be up to 800 words in length excluding references.

Assessment criteria and standards are clearly outlined in the course outline and discussed with the students at the beginning of the semester. Essay will be marked and returned to students with written feedback attached with their report about 3 weeks after the due date of the report. The feedback will clearly outline how students can improve their learning outcomes.

Additional details:

Choose one question from the list of questions below:

1. Industrialization for the world's wealthiest nations largely relied on exploiting cheap and available resources, lax environmental regulations, and exporting negative externalities such as polluting industries and extraction projects to the Global South. Should the Global South be subject to environmental laws and regulations by global authorities that the wealthier Global North was not subject to?

Recommended reading: Harris, P. (2011) *China's responsibility for climate change: Ethics, fairness and environmental policy*, Policy Press.

2. Climate refugees are a growing challenge for states in Europe, North America, and Australia. With small island states such as Kiribati, Tuvalu, and the Maldives facing existential threats due to rising sea

levels, is there a responsibility to accept climate refugees, and if so, whose responsibility is it and why?

Recommended reading: Nawrotzki, R. (2014) '[Climate Migration and Moral Responsibility](#)', *Ethics Policy and Environment,* 17(1): 69-87.

3. Climate Geoengineering involves various technological innovations to remove greenhouse gases from the Earth's atmosphere, or avoid the emission of greenhouse gases in the first place. What are the wider implications and ethical issues surrounding Climate Geoengineering?

Recommended reading: Cox et al. (2018) '[Blurred Lines: The Ethics and Policy of Greenhouse Gas Removal at Scale](#)', *Frontiers in Environmental Science*.

4. If you would like to propose your own question, you are welcome to do so. Please email and discuss beforehand.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Policy Analysis Report

Start date: Not Applicable

Length: 1500 words

Details:

Students are required to write a policy analysis report by investigating a case study related to any one of these themes: forest, agriculture, food security, coastal settlements, and urbanisation, in a country (or a region). The report should be up to 1500 words in length excluding references.

Assessment criteria and standards are clearly outlined in the course outline and discussed with the students at the beginning of the semester. Policy Analysis Report will be marked and returned to students with written feedback attached with their report. The feedback will clearly outline how students can improve their learning outcomes.

Additional details:

In the development space, the ability to write a coherent and cohesive analysis is a valuable skill, drawn on by governments, NGOs, think-tanks, and companies with interests in community development issues and the politics that surround development.

This case study analysis report provides you with the opportunity to investigate an issue of your interest in-depth and write a policy-oriented report. Select one topic below:

1. Indigenous Rights and 'Hydrocarbon citizenship' in Bolivia

Recommended reading: Anthias, P. (2016), '[Indigenous Peoples and the New Extraction: From](#)

[Territorial Rights to Hydrocarbon Citizenship’](#), *Latin American Perspectives.* 45(5): 136-153.

2. 'Greenwashing' and corporate climate action in the USA

Recommended reading: Lashitew, A. (2021), '[Corporate uptake of the Sustainable Development Goals: Mere greenwashing or an advent of institutional change?](#)', *Journal of International Business Policy*. 4: 184-200.

3. Using indigenous knowledge in adaptation planning in Australia

Recommended reading: Nursey-Bray, M. (2019). '[Old ways for new days: Australian Indigenous people and climate change](#)', *The International Journal of Justice and Sustainability*. 24(5): 473-486.

4. 'Human Security' as a framework for climate change mitigation (Global)

Recommended reading: Dewulf, A. (2013). '[Contrasting frames in policy debates on climate change adaptation](#)', *WIRES Climate Change*, 4(4): 321-330.

5. Extinction rebellion and the emergence of climate activist organizations (Global)

Recommended reading: Ginanjar, W. & Mubarrok, A. (2020). '[Civil Society and Global Governance: The Indirect Participation of Extinction Rebellion in Global Governance on Climate Change](#)', *Journal of Contemporary Governance and Public Policy*. 1(1): 41-52.

6. Climate change under authoritarian regimes: the UN's effective exit from Myanmar

Recommended reading: Win, T L. (2021), '[UN suspends climate work with Myanmar government following military coup](#)', Climate Home News.

7. Losing Sight? Climate change, the development challenge, and the prospect of space colonization

Recommended reading: Animashaun, C. (2018), '[The case against colonizing space to save humanity](#)', *Vox.com*

When writing the analysis, consider:

1. What is the issue and what is the problem? Is it really a problem? Is the 'problem' as you frame it attached to other issues, or part of a bigger problem? Who are the stakeholders involved, and what does their involvement look like?
2. What is the existing policy-scape surrounding this problem? Are there policies in place that approach the problem, or attempt to approach the problem?
3. If there are policies in place, are the effective? How are they/are they not effective in resolving the problem? Do they lead to other issues?
4. Is there a viable or more viable solution to the problem? If so, then what is it and why/how is it viable? If not, then why not, and what evidence do you use to base that claim on?

Assessments should be referenced in accordance with the *School of Social Sciences Referencing Guide*, available at https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity

reports.

Assessment 3: Assignment: In-class Group Presentation

Start date: Not Applicable

Length: 20 slides and summary

Details:

Students will be required to work in a group throughout the semester and deliver a group presentation in the class.

Assessment criteria and standards are clearly outlined in the course outline and discussed with the students at the beginning of the semester. Feedback on presentation will be provided on and after the presentation. Peer feedback will also be obtained for students.The feedback will clearly outline how students can improve their learning outcomes.

Additional details:

In groups of 3-4, students are to present a simulated grant proposal presentation of about 30 minutes to an international funder that summarizes a current climate change issue of their choosing in a context of their choosing, the current policy landscape addressing the issue, and justify funding for a project to approach or resolve that climate-change related issue.

Some examples include:

Subsidizing flood-proof housing in Dhaka, Bangladesh.

Workshops for sustainable climate-proof agro-forestry in Assam, India

Along with the presentation, each group member will submit a 100-300 word document reflecting on their role in the presentation, their contributions to the presentation, the strengths they bring to the team, and the points that they would like to improve on in future group presentations.

Students can record their presentation on PowerPoint, Prezi, or any other format they may prefer.

Assessments should be referenced in accordance with the *School of Social Sciences Referencing Guide*, available at https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/.

Submission notes: Submission via course's Moodle site

Turnitin setting: This is not a Turnitin assignment

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 31 May - 4 June	Seminar	**What is Development? What's Climate Change got to do with it?** In this week we engage with the fundamental and foundational question of what is development and what are we, as development scholars and practitioners (at least between 6pm and 8pm on Wednesday nights) doing? The key focus is on being able to understand and articulate what is development in light of the challenges the emerging field presents, and how climate change is related to development studies. In order to do this, we will: (a) engage with criticisms and confusions surrounding 'development studies' (b) explore various ontologies and epistemologies of 'development' (c) investigate the current state of development (d) articulate where we, as development scholars and practitioners, sit in the field of development studies. Following this, we will approach the 'problem' of climate change from a number of angles, in order to better understand the complex debates that surround climate change, and where we, as development scholars and practitioners, situate ourselves in approaching climate change. **Readings (you may need to access these through the UNSW library website)** Corbridge, S. (2007) '[The (im)possibility of development studies](#)', *Economy and Society* 36(2): 179-211. (Pages 1-17) Campbell, J & Barnett, J.

		(2010) *Climate Change and Small Island States: Power, Knowledge and the South Pacific*, London: Routledge. Adger, N. (2010) 'Climate Change, Human Well-Being and Insecurity', *New Political Economy,* 15(2): 275-292. Olazabala, M., Chiabaia, A., Foudia, S. and Neumann, M. (2018), 'Emergence of new knowledge for climate change adaptation', *Environmental Science and Policy,* 83: 46-53. Shi, L. (2019), 'Promise and paradox of metropolitan regional climate adaptation', *Environmental Science and Policy,* 92: 262–274.
Week 2: 7 June - 11 June	Seminar	**Climate Change, Poverty, Vulnerability** This week discusses the first of four dynamics we will be looking at in-depth in this course that link climate change to development studies. These concepts are chosen because they appear frequently in discussions of climate change and development, and are relevant to understanding the 'problem' of climate change and analyzing some of the existing and proposed 'solutions' to climate change. In this week, we discuss the intersections of climate change, poverty, and vulnerability. We will explore concepts and issues related to the complex relationships between poverty, vulnerability and climate change. We consider questions such as what do we mean by vulnerability? What are the critical perspectives and major issues? This will involve: (a) framing 'climate change' and the climate change debate (b) considering different ways of approaching 'poverty' (c) discussing what 'vulnerability' means at various levels **Readings** Brouwer, R., Akter, S., Brander, L. & Haque, E., 2007. Socioeconomic vulnerability and adaptation to environmental risk: a case study of climate

		change and flooding in Bangladesh. *Risk Analysis,* 27**,** 313-326. Fawcett, D., Pearce, T., Ford, J. D., & Archer, L. (2017). Operationalizing longitudinal approaches to climate change vulnerability assessment. *Global Environmental Change*, *45*, 79-88. Younus, Md. A & Kabir, Md. A. (2018). 'Climate Change Vulnerability Assessment and Adaptation of Bangladesh: Mechanisms, Notions and Solutions'. *Sustainability*, 10(11): 1-17.
Week 3: 15 June - 18 June	Seminar	**Climate Justice, Ethics, and Equity** This week, we explore the second climate change - development studies dynamic in this course - climate justice, ethics, and notions of equity. Drawing on established climate justice theory, we will employ a Problem Tree Analysis to a climate refugees case study, allowing us to see the complex relationships and ethical conundrums of the climate change - development nexus. **Readings** (Ch 2) Attfield, R. (2019) 'The politics of environmental migration and climate justice in the Pacific region', in Harris, P. (Ed). *A Research Agenda for Climate Justice*, Edward Elgar Publishing Ltd. (Available through UNSW library). Klepp, S. & Herbeck, J. (2016) 'The politics of environmental migration and climate justice in the Pacific region', *Journal of Human Rights and Environment*. 01(3): 54-73. Singer, P. (2010) 'The Ethics of Climate Change' Wheeler Centre, available at: https://www.youtube.com/watch?time_continue=276&v=tz8w8z__-R8
Week 4: 21 June - 25 June	Seminar	**Climate Change and the Global: INGOs, Authority, and working across borders** This week, we investigate the complex global politics of climate change with reference to development studies. Global actors, including the UN, the World Health Organization (WHO), and other International NGOs (INGOs) play an immense role in determining how we understand climate change, and the ways climate change should be approached. This involves complex

| | | North-South relationships, traditionally with powerful Northern actors setting the terms and controlling the resources of locally based Southern Actors. However, this is not always the case, this is changing, and the effects of this South-South shift are still being determined.

Readings

Jakimow, T. (2020). 'Vulnerability as ethical practice: dismantling affective privilege and resilience to transform development hierarchies', *Third World Quarterly*

Mawdsley, E. (2018), *'The "Southernisation" of development?', Asia Pacific Viewpoint,* 59(2): 173-185.

Prys, M. Wojczewski, T. (2015), *'Rising Powers, NGOs and North-South Relations in Global Climate Governance: The Case of Climate Finance', Politikon,* 42(1): 93-111.

Smith, M. Laurie, N. Griffiths, M. (2017)*, 'South-South volunteering and development', The Geographical Journal,* 184(2): 158-168.

Hasmath, R. (2016) *'China's NGOs Go Global: Chinese nongovernmental organizations are increasingly active abroad. What impacts are they having?',* The Diplomat

Hongxiang, H. (2020)*,* **'Chinese NGOs in Africa are New and Making Some Mistakes but They're Learning Fast'** The ChinaAfrica Project, |

| Week 5: 28 June - 2 July | Seminar | **Climate Change and the State: Statehood, Sovereignty, and a Global Problem**

This week, we discuss the complex and complicated nature of dealing with the state. Development Studies has traditionally imagined the state to be the ultimate organizer of human society, and thus, the primary enabler of development. Looking at case studies in Africa and in the Middle East, we explore the vagueness of the 'state' on the ground, and the ways development NGOs often have to navigate a complex environment where 'the state' may be many actors, interests, and networks simultaneously.

Readings |

		Buur, L. (2006). '[Reordering Society: Vigilantism and Expressions of Sovereignty in Port Elizabeth's Townships](#)', *Development and Change.* 37(4): 735-757. Lund, C. (2006). '[Twilight Institutions: Public Authority and Local Politics in Africa](#)', *Development and Change. 37(4):* 685-705 *Hagman, T.* [Péclard](#), D. (2010) 'Negotiating Statehood: Dynamics of Power and Domination in Africa', *Development and Change,* 41(4): 539-562. Hashemi, F. Sadighi, H. Chizari, M. Abbasi, E. (2019), '[The relationship between ENGOs and Government in Iran](#)', *Heliyon,* 5(12): 1-6.
Week 6: 5 July - 9 July	Seminar	Mid-term break
Week 7: 12 July - 16 July	Seminar	**Climate Change and Community: Subalterns, Elites, and the Pitfalls of Participation** Participation has been a central tenet of development programs since the neoliberal shift of the early 1990s. States have enacted processes of decentralization, handing more power over resources to local communities, and development actors including international NGOs have encouraged close collaboration with local communities. However, participation and community-led development is not without its flaws. Elite capture, re-centralization, and communities-as-proxies all undermine efforts at achieving representative development. In this seminar, we unpack the assumptions that underlie participation and community development, and investigate the ways participation is often co-opted by vested interests. **Readings:** Naess, L. Twena, M. (2019), 'Ch 17. Local adaptation governance: examining power relations', in Keskitalo, E. & Preston, B. *Research Handbook on Climate Change Adaptation Policy.* Edward Elgar Publishing. Perez, T. (2020), '[Anticipating workshop fatigue to navigate power relations in international transdisciplinary partnerships: A climate change case study](#)', *Current Sociology,* 1-18. Mosberg, M. Nyukuri, E. Naess, L. (2017)*,* '[The

		Power of "Know-Who": Adaptation to Climate Change in a Changing Humanitarian Landscape in Isiolo, Kenya', IDS Bulletin, 48(4): 79-92; Forsyth, T. (2018), 'Is resilience to climate change socially inclusive? Investigating theories of change processes in Myanmar', *World Development,* 111: 13-26.
Week 8: 19 July - 23 July	Seminar	**Climate Change and Conflict: When Does a Climate Issue Become a Conflict Issue?** The links between climate change and exacerbated conflict are well established. At the local level, land degradation and land-loss, prolonged droughts, and a greater exposure to cataclysmic weather events contribute to border conflict and communal tensions. At the global level, growing demand for resources with a decreasing ability of the natural environment to replenish those resources increases the likelihood of resource wars and regional conflicts. In this seminar, we consider climate and conflict at both levels – local and global, with a focus on the ways that development actors respond to and function alongside climate linked conflict. **Readings:** Mendenhall et al. (2020), 'Climate change increases the risk of fisheries conflict', *Marine Policy,* 117: 1-9. Spijkers et al. (2021), 'Exploring the future of fishery conflict through narrative scenarios', *One Earth,* 4(3): 386-396. (Pages 85-109) Peters et al. (2020), 'Climate change, conflict and fragility: Information and analysis to support programme design scoping for the Climate and Resilience Framework Programme (CLARE)', *Practical Action.* Rigby, A. (2001), 'Review article: Humanitarian assistance and conflict management; the view from the non-governmental sector', *International Affairs,* 77(4): 957-966.
Week 9: 26 July - 30 July	Seminar	**Climate Change and Covid19: What can Disease Tell us about climate change?** Novel Coronavirus shares a number of similarities with the climate change problem. It is a global issue, one that we all have a stake in, but that

disproportionately affects the Global South and probably will continue to. In this week's seminar, we consider some of the parallels between Coronavirus and climate change in terms of global approaches, power relationships, and understandings of urgency.

Readings

Napier, A. (2020). '[Rethinking vulnerability through Covid-19](#)', *Anthropology Today,* 36(3): 1-2.

Hulme, M. Liskog, R. White, J. Standring, A. (2020). *'[Social scientific knowledge in times of crisis: What climate change can learn from coronavirus (and vice versa](#))'.* Wiley Interdisciplinary Review of Climate Change, e646: 1-5.

Klenert, D. Funke, F. Mattauch, L. O'Callaghan, B. (2020). *'[Five Lessons from COVID-19 for Advancing Climate Change Mitigation](#)'. Environmental and Resource Economics,* 76: 751-778.

Roy, A. (2020). *'[The pandemic is a portal'](#), Financial Times.*

Week 10: 2 August - 6 August	Seminar	**Leave it to the Market: Neoliberalism, 'Greenwashing' and Technology**
		In the final week of the course, we consider the role of the market in approaching climate change adaptation and resilience, and our place as development practitioners, scholars, and actors in a competitive market. Market-led mechanisms are often framed as antithetical to the virtuous goals of development NGOs and other development actors, with stockholders often assumed to take primacy over stakeholders, and profit-seeking encouraging environmental degradation, labour exploitation, and endemic corruption. In this seminar, we address and unpack many of these assumptions, we consider the ways that climate change is engaged with by the private sector, and we ask whether market-led climate action is a legitimate approach, or an act of public relations.

Readings

Ihlen, O. (2009), '[Business and Climate Change: The Climate Response of the World's 30 Largest](#) |

Corporations', *Environmental Communication.* 3(2): 244-262.

Swaffeld, J. & Bell, D. (2012), *'Can "climate champions" save the planet? A critical reflection on neoliberal social change'*, *Environmental Politics.* 21(2): 248-267.

Prudham, S. (2009), *'Pimping Climate Change: Richard Branson, Global Warming, and the Performance of Green Capitalism'*, *Environment and Planning A: Economy and Space.* 41: 1594-1613.

Resources

Recommended Resources

If you are very keen to explore further on climate change adaptation, you might like to explore many more articles including:

Abramovitz, J., Banuri, T., Girot, P. O., Orlando, B., Schneider, N., Spanger-Siegfried, E., Switzer, J., Hammill, A. (2002), *Adapting to Climate Change: Natural Resource Management and Vulnerability Reduction*, Background Paper to the Task Force on Climate Change, Adaptation and Vulnerable Communities, World Conservation Union (IUCN), Worldwatch Institute International Institute for Sustainable Development (IISD), Stockholm Environment Institute/Boston.

Allen, P. A. and Hoffman, P. F., (2005), Extreme winds and waves in the aftermath of a Neoproterozoic glaciation, *Nature,* 433, pp.123 - 127.

Beatley, T. (1998), The vision of sustainable communities, in Burby, R. (ed.) *Cooperating with Nature: Confronting Natural Hazards with Landuse Planning for Sustainable Communities,* R.J. Joseph Henry Press Washington DC, pp.233–262.

Beatley, T. and Berke, P.R. (1997), *After the Hurricane: Linking Recovery to Sustainable Development in the Caribbean*, Johns Hopkins University Press, Baltimore.

Beatley, T. and Manning, K. (1997), *The Ecology of Place: Planning for Environment, Economy and Community,* Island Press, Washington DC.

Berke, P. R. (2002), Does Sustainable Development Offer a New Direction for Planning? Challenges for the Twenty-First Century, *Journal of Planning Literature,* 17(1), pp.21-36.

Blakely, E. J. (2004), Suburbs as sustainable communities: a paradigm for the future, *Australian Planner*, 40(4).

Bobertz, B. (1991), *Public Participation in Environmental Regulation*, The Environmental Law Institute, Washington, DC.

Burby, R. J. (ed.) (1998), *Co-operating with Nature: confronting natural hazards with land-use planning for sustainable communities*, Island Press, Washington, DC.

Burby, R. J. (1999), Unleashing the power of planning to create disaster-resistant communities, *Journal of the American Planning Association*, 65, pp.247–258.

Burby, R. J. (2001), Urban containment policy and exposure to natural hazards: is there a connection?' *Journal of Environment Planning and Management*, 44, pp.475–490.

Calthorpe, P. (1993) *The Next American Metropolis: Ecology, Community, and the American Dream*, Princeton Architectural Press, New York.

Cox, P. M., Betts, R. A., Jones, C. D., Spall, S.A. and Totterdell, I. J. (2000), Acceleration of global warming due to carbon-cycle feedbacks in a coupled climate model, *Nature*, 408, pp.184–187.

Crowley, T J. 2000. Causes of Climate Change Over the Past 1000 Years. *Science* 289 (5477):

270–277.

Dolan, A. H. and Walker, I. J. (2004), Understanding vulnerability of coastal communities to climate change related risks, *Journal of Coastal Research*, 39.

Dessler, A. & Parson, E.A., 2009. The science and politics of global climate change: A guide to the debate: Cambridge University Press.

Dobson, A. (1998). Justice and the Environment: Conceptions of Environmental Sustainability and Theories of Distributive Justice. Oxford: Oxford University Press.

Ensor, J. & Berger, R., 2009. Understanding climate change adaptation: lessons from community-based approaches: Practical Action Pub.

Ericksen, N. J., Berke, P. R., Crawford, J. L., and Dixon, J. E. (2004), *Plan-making for Sustainability: The New Zealand Experience*, Aldershot, Hants.

Garnaut, R. (2008), *The Garnaut Climate Change Review: Final Report*, Cambridge University Press, Cambridge, New York and Melbourne.

Geis, D. E. (1994*a*), *Envisioning a Disaster- Resistant Community*, Working paper presented at the Central United States Earthquake Consortium (CUSEC) Natural Hazards Research Symposium, Translating Research into Practice, 31 May, Louisville, Kentucky.

Geis, D. E. (1994*b*), Planning Disaster Resistant Communities: Lessons for Local Authorities, *Proceedings of the International Conference on Local Authorities Confronting Disasters,* International Union of Local Authorities, Tel Aviv.

Geis, D. E. (2000), By design: the disaster resistant and quality of life community, *Natural Hazards Review*, 1, pp.151–161.

Geis, D. E. (ed.) (1988), *Architectural and Urban Design Lessons from the 1985 Mexico City Earthquake,* Report funded by the National Science Foundation, Washington, D.C.

Geis, D. E. and Arnold, C. (1987), Mexico City as seismic laboratory: a multinational team draws lessons from the 1985 tragedy, *Architecture*, 76(7), pp.75–77.

Global Environment Facility (GEF) (2003), *Responding to Climate Change, Generating Community Benefits: A Review of Community Initiatives supported by the Global Environment Facility's, Small Grants Programme (SGP) 1992-2003*, A summary of a review carried out by Ebrahimian E., Gitonga S. and Tavera C.

Godschalk, D.R. (2003), Urban hazard mitigation: creating resilient cities, *Natural Hazards Review*, 4(3), pp.136–143.

Grasso, M. (2007). A normative ethical framework in climate change. Climatic Change, 81, 223–246.

Gregory, J. M., Huybrecht, P. and Raper, S. C. (2004), Climatology: Threatened loss of the Greenland ice-sheet, *Nature*, 428, p.616-

Hennessy, K., Fitzharris, B., Bates, B.C., Harvey, N., Howden, M., Hughes, L., Salinger, J., Warrick, R.,

Becken, S., Chambers, L., Coleman, T., Dunn., M., Green, D., Henderson, R., Hobday. A., Hoegh-Guldberg, O., Kenny, G., King, D., Penny, G. and Woodruff, R. (2007): Chapter 11, Australia and New Zealand. In: Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change. Parry, M.L. , Canziani, O.F. , Palutikof, J.P. , van der Linden, P.J. and Hanson, C.E. (Eds), Cambridge University Press, Cambridge, UK.

Hyde, R. A. (2000), *Climate Responsive Design: A study of buildings in warm climates*, E&FN Spon, UK.

IPCC Fourth Assessment Report (2007), *Climate Change 2007 Synthesis Report*, Intergovernmental Panel on Climate Change.

Kainan, A., Ehsan, A. and Chowdhury, H. (2006), *Final Report - Study on livelihood systems assessment, vulnerable groups profiling and livelihood adaptation to climate hazard and long term climate change in drought prone areas of NW Bangladesh*, Food and Agriculture Organization (FAO) of the United Nations and Department of Agricultural Extension, Bangladesh.

Kenny, M. and Meadowcroft, J. (eds.) (1999), *Planning Sustainability,* Routledge, London.

Layard, A., Davoudi, S. and Batty, S. (eds.) (2001), *Planning for a Sustainable Future*, Spon Press, London.

McHarg, I. (1969), *Design with Nature.* Doubleday, New York.

Meadows, D. H., Meadows, D.L. and Randers, J. (1992), *Beyond the Limits,* Chelsea Green, New York.

Newman, P. (2004), Sustainability and global cities, *Australian Planner*, 41(4), pp. 27-.

Peters, A. and MacDonald, H. (2004), *Unlocking the Census with GIS,* ESRI Press, Richmond, CA.

Pizarro, R. E., **Blakely,** E**., Dee** J.A (2006), Urban Planning and Policy Faces Climate Change, *Learning from Urban Disasters: Planning for Resilient Cities,* 32(4), pp.400-412.

Pound, Barry, Sieglinde Snapp, Cynthia McDougall, and Ann Braun (2004). Managing Natural Resoruces for Sustainable Livelhoods: Uniting Science and Participation ”

Register, R. (1987), *Ecocity Berkeley,* North Atlantic, Berkeley.

Rignot, E. and Thomas, R.H. (2002), Mass balance of polar ice sheets, *Science*, 289, pp.1502–1506.

Sanderson, D. (2000), Cities, disasters and livelihoods, *Environment and Urbanization*, 12(2), pp.93–102.

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

Spirn, A. W. (1984), *The Granite Garden,* Basic Books, New York.

Stern (Hirsch) Review (2006), *Stern Review: The Economics of Climate Change*, http://www.hm-treasury.gov.uk/stern_review_report.htm (Accessed on 2nd April 2009).

Vale, L and Campanella, T. (eds.) (2005), *The Resilient City: How Modern Cities Recover from Disaster*, Oxford University Press, New York.

Vanderheiden, S. (2008), Atmospheric justice: A political theory of climate change: Oxford University Press.

Posner, E. A., & Weisbach, D. (2010). *Climate change justice*. Princeton University Press.

Some relevant journals include:

Global Environmental Change, Nature, Science, Nature climate Change, PNAS

Climatic Change, Nature Climate Change,

Climate policy, Environmental Science and Policy, Climate and Development

IDS Bulletin

Journal of Development Studies

Journal of International Development

Environment and Urbanization

Mitigation and Adaptation Strategies for Global Change

Regional Environmental Change

Urban Climate, American Journal of Climate Change

World Development, Climate and Development

Development and Change, British Journal of Environment and Climate Change

Geoforum

Asia Pacific Viewpoint

Local Environment

Society and Natural Resources

Geographical Research

These and many other useful journals are available online through UNSW library.

You will benefit from becoming familiar with GoogleScholar (http://scholar.google.com) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Go to Google Scholar> settings> library links, and enter 'University of New South Wales' in the box for "Library":

You can sign up for Table of Contents (TOC) Alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence will be related to the topic.

Course Evaluation and Development

Student feedback is gathered periodically using, among other means, UNSW's myExperience process. Informal feedback and class-generated feedback are important. A brief survey will be conducted around the middle of the semester to identity areas of student issues. Analysis of feedback will inform the reasonable adjustment of course content and delivery where possible. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Changes to the course will be introduced to subsequent cohorts of students taking the course.

Submission of Assessment Tasks

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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- 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/

Image Credit

M. Wilkinson

CRICOS

CRICOS Provider Code: 00098G

Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.