COMD5004
Climate Change Adaptation & Development

Term Two // 2020
Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeenat Mahjabeen</td>
<td><a href="mailto:z.mahjabeen@unsw.edu.au">z.mahjabeen@unsw.edu.au</a></td>
<td>By email appointment</td>
<td>Morven Brown, Casual Teacher’s room (Rm # 167)</td>
<td>0470030001</td>
</tr>
</tbody>
</table>

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: soss@unsw.edu.au

phone: 02 9385 1807
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

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Student Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>30%</td>
<td>10/07/2019 11:59 PM</td>
<td>1,3,4</td>
</tr>
<tr>
<td>Presentation and Summary – Group (online)</td>
<td>20%</td>
<td>Not Applicable</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Policy Analysis Report</td>
<td>50%</td>
<td>07/08/2019 11:59 PM</td>
<td>2,3,4</td>
</tr>
</tbody>
</table>

Assessment Details

Assessment 1: Essay

Start date: Not Applicable

Length: 800 words

Details:

Maximum length: 800 words (Including footnotes, but excluding references)

Presentation: Typewritten with line spacing of 1.5, 12 point font size and margins no less than 2 cm, consistent formatting and referencing style.

ESSAY THEME:

Provide a critical review of concepts related to vulnerability to climate change and equitable adaptation

What is your take on recent conceptual advances related to the interface between vulnerability to climate change and equitable adaptation to climate change, and what are the limitations and opportunities at the local level?

Please note that you will need to formulate a set of specific aims of the essay, followed by several sub-aims/questions within the above theme and guiding question. In developing an essay, for instance, you might like to employ one of the following strategies: a) involve the application of material from one or more seminars and discussion modules of the course in exploring a specific conceptual and practical aspect, or b) integrate materials from two or more seminars/discussions from the course to explore a
specific problem or issue.

The essay should demonstrate your understanding and application of concepts and principles learnt in this course. It should involve critical analysis and application of material and not simply be a regurgitation of material provided in the readings.

Additional details:

**ESSAY THEME:**

*Provide a critical review of concepts related to vulnerability to climate change and equitable adaptation*

The essay should demonstrate your understanding and application of concepts and principles learnt in this course. It should involve critical analysis and application of material and not simply be a regurgitation of the material provided in the readings. The readings in the course should be a starting point for further substantial research. This is an excellent opportunity for you to foster your own interests with substantial research into an appropriate topic area. Some theoretical/conceptual literature that you review in this assignment can also be used as a foundation for the next assignment – planning/policy report. The essay should be prepared as a critical literature review paper. It must be completely your own work. Ideas and material drawn from the work of others must be fully acknowledged.

Additional guidance on writing the essay will be offered through the Moodle.

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

**Assessment 2: Presentation and Summary – Group (online)**

**Start date:** Not Applicable

**Details:**

This assessment task has two elements:

a) **Group presentation during the Intensive day** including PowerPoint slides and 200 words summary of the group presentation (15%)

- Student group will work together and develop a presentation, summarising the key ideas, issues and questions based on their readings and discussion relevant to their particular theme
• All members must deliver the presentation. But the group can decide strategies – e.g. how one member is going to present in relation to the other member, how they are going to respond to questions, and how they are going to organise group work, and engage the rest of the class during and after the presentation, posing questions to stimulate thinking and discussion.

• Marks are equally distributed to all members.

• PowerPoint slides and summary must be submitted to the Lecturer via email within two days of the presentation.

b) Moodle posting and participation in class discussions (Mark - 5%)

• Active participation in Moodle posting and discussion in group presentations and also all aspects of the class – face-to-face and online contributions to learning within the class. This will be assessed by the course coordinator on basis of active engagement with learning – questions and contributions in class, responses to others, offering resources, submission of online learning activities etc.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Policy Analysis Report

Start date: Not Applicable

Length: 1500 words

Details:

Maximum length: 1,500 words (Including footnotes, but excluding bibliography)

Presentation: Typewritten with line spacing of 1.5, 12 point font size and margins no less than 2 cm, consistent formatting and referencing style. The case study provides you with the opportunity to investigate in some depth the case study region of your interest and a choice of any one of these themes: forest, agriculture, human health, food security, coastal settlements, and urbanisation.

Additional details:

You are advised to follow the following steps in planning your policy / planning analysis report:

1. choose a thematic focus (such as gender, or poverty) and a region (such as Bangladesh). This makes your topic something like this: Gender in climate adaptation policy and planning in
Bangladesh: a critical analysis. You can frame your topic for your choice of region and theme in the similar way.

2. collect and analyse data and organise your report according to the following outline:

1. **Introduction** - say what you are going to say; define the objectives of your essay (~100 words). You formulate a set of aims/objectives and structure the report according to the ideas you will present. You may like to expand (not to repeat) the ideas and arguments presented in the Assignment 1.

2. **General context** of the region and the theme of your choice - provide general contextual information, trends, issues related to the theme and regions and the nature of climate challenge (~300 words)

3. **The policy and planning dynamics ('playing field')** - map out actors, policies, plans, including their histories, how formulated, key highlights of the plans/policies (~800 words). The use of relevant data tables, figures, maps and other evidence are helpful to develop and present the case in a more convincing manner.

4. **Analysis of the links between policy frameworks / plans** (including the playing field) on the adaptation practices (or in exacerbating vulnerability), including an analysis of challenges and opportunities created by the policy/plans for fair and equitable adaptation (~200 words).

5. **Conclusion** - identify main points about how policy / planning have affected adaptation, and what lessons can be learnt from the case/theme (~100 words)

6. **Bibliography**

7. **Endnotes**

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/](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.
Attendance Requirements

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

Course Schedule

View class timetable

Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
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</table>
| Week 1: 1 June - 5 June | Seminar | 3 June
Course Introduction and framework for the course: Introducing a framework for COMD5004 in climate change adaptation Group formation, planning and scheduling of activities, communication etc. |
| Week 2: 8 June - 12 June | Seminar | 10 June
Vulnerability and climate change adaptation
We explore concepts and issues related to and vulnerabilities to climate change. What do we mean by vulnerability? What are the critical perspectives and major issues? Discussions are embedded within the seminar where student groups are expected to share their views drawing on readings
Lecturer will discuss how group presentation (online) will be implemented with a topic and finalise the group membership |
| Week 3: 15 June - 19 June | Seminar | 17 June:
Climate change adaptation and resilience
Group 1: Bangladesh (online group presentation)
Climate change adaptation in Bangladesh: Key issues, opportunities and achievements
Group’s Moodle task: submission of a 200 words summary on Moodle’s discussion forum by 11.59pm of 19 June. |
<p>| Week 4: 22 June - 26 June | Seminar | 24 June |</p>
<table>
<thead>
<tr>
<th>June</th>
<th>Climate justice and equity</th>
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<tbody>
<tr>
<td></td>
<td>Group 2: The Pacific Region (online group presentation)</td>
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<tr>
<td></td>
<td>Climate justice in the Pacific Region: Opportunities and risks for local accountability</td>
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<td></td>
<td>Group’s Moodle task: submission of a 200 words summary on Moodle’s discussion forum by 11.59pm 26 June.</td>
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<tr>
<th>Week 5: 29 June - 3 July</th>
<th>Seminar</th>
<th>1 July</th>
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<tr>
<td></td>
<td>Community participation in climate change adaptation</td>
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<td></td>
<td>Group 3: The Philippines (online group presentation)</td>
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<td></td>
<td>Community-based climate change adaptation in the Philippines: who wins, who loses?</td>
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<td></td>
<td>Group’s Moodle task: submission of a 200 words summary on Moodle’s discussion forum by 11.59pm of 3 July.</td>
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<tr>
<th>Week 6: 6 July - 10 July</th>
<th>Online Activity</th>
<th>8 July:</th>
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<tbody>
<tr>
<td></td>
<td>Reading and online activity week – Adaptation and Resilience</td>
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<td></td>
<td>After completing your reading allocated for this week, each student will write a 300 words summary and submit via course’s moodle site by 8 July by 11.59pm. No submission or late submission will result in you being absent for this seminar.</td>
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<td></td>
<td>Essay due on 10 July, Friday by 11.59pm (submission online using turnitin)</td>
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<p>| Week 7: 13 July - 17 July | Seminar | 15 July |</p>
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<tr>
<th>Week 8: 20 July - 24 July</th>
<th>Seminar</th>
<th>22 July</th>
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<tbody>
<tr>
<td><strong>Climate change policies and urban poverty in South Asia</strong></td>
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<tr>
<td><strong>Group 5: India</strong></td>
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<td>Slums development in a changing climate of India: context, issues and way forward</td>
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<tr>
<td><strong>Group’s Moodle task</strong>: submission of a 200 words summary on Moodle's discussion forum by 11.59pm of 24 July.</td>
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<tr>
<th>Week 9: 27 July - 31 July</th>
<th>Seminar</th>
<th>29 July</th>
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<tbody>
<tr>
<td><strong>Community-scale adaptation</strong></td>
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<tr>
<td><strong>Group 6: Nepal</strong></td>
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<tr>
<td>Local Adaptation Plan of Action (LAPA) in Nepal: Limits and achievements of State institutions</td>
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<tr>
<td><strong>Group’s Moodle task</strong>: submission of a 200 words summary on Moodle’s discussion forum by 11.59pm of 31 July.</td>
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<tr>
<th>Week 10: 3 August - 7 August</th>
<th>Seminar</th>
<th>5 August</th>
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<tbody>
<tr>
<td><strong>Climate change and disasters</strong></td>
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<tr>
<td><strong>Group 7: Indonesia</strong></td>
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<tr>
<td>Responses to climate change adaptation and disaster management in Indonesia: achievements,</td>
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<tr>
<td><strong>Group’s Moodle task</strong>: submission of a 200 words summary on Moodle’s discussion forum by 11.59pm of 7 August.</td>
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challenges and lessons.

Group’s Moodle task: submission of a 200 words summary on Moodle’s discussion forum by 11.59pm of 7 August.

CASE ANALYSIS REPORT: Due: 11.59pm Friday, 7 Aug (50%)
Resources

Prescribed Resources

Week 1  INTRODUCTION

Introductory readings:


Giddens, A. (2009). The politics of climate change: Cambridge (Chapters 1, 7)


Week 2 VULNERABILITY


**Week 3  ADAPTATION AND RESILIENCE**


**Week 4 CLIMATE JUSTICE**


**Week 5  Community participation in adaptation to climate change**


**Week 6 ADAPTATION AND RESILIENCE**


**Week 7 Adaptation Planning and Policy**


Review of national climate change strategy documents, National Adaptation Plan of Action (NAPA), and other grey / published literature available in the internet.


Week 8 Climate change and urban poverty


Saleemul Huq and Mizan R. Khan. 2006. Equity in National Adaptation Programs of Action (NAPAs): The Case of Bangladesh.


[Students are advised to collect information from the internet – both grey and published - to explore urban poverty and climate change policy and planning solutions to the challenges of adaptation and equity in regions of their choice.]

**Week 9 – Community-scale adaptation**


**Week 10 Climate change & disasters**


**Recommended Resources**

*Additional readings:*


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


Earthquake, Report funded by the National Science Foundation, Washington, D.C.


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.


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


Some relevant journals include:


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

You will benefit from becoming familiar with GoogleScholar ([http://scholar.google.com](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 identify 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

Synergies in Sound 2016

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.