



## UNSW Course Outline

# COMD5004 Climate Change Adaptation & Development - 2024

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## General Course Information

**Course Code :** COMD5004

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Social Sciences

**Delivery Mode :** Multimodal

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

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 will enable 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

Course Learning Outcomes
CLO1 : Identify and explain the range of concepts, policies and practice of climate change adaptation in relation to development studies
CLO2 : Critically analyse climate change adaptation policy and practices in different contexts using case studies
CLO3 : Propose pathways and options for reducing community vulnerability and enhancing resilience
CLO4 : Undertake critical social science research and analysis, independently and in a team environment, and further develop research, interpersonal, communication and teamwork skills

Course Learning Outcomes	Assessment Item
CLO1 : Identify and explain the range of concepts, policies and practice of climate change adaptation in relation to development studies	<ul style="list-style-type: none"><li>• Essay</li></ul>
CLO2 : Critically analyse climate change adaptation policy and practices in different contexts using case studies	<ul style="list-style-type: none"><li>• Assignment: In-class Group Presentation</li><li>• Policy Analysis Report</li></ul>
CLO3 : Propose pathways and options for reducing community vulnerability and enhancing resilience	<ul style="list-style-type: none"><li>• Essay</li><li>• Assignment: In-class Group Presentation</li><li>• Policy Analysis Report</li></ul>
CLO4 : Undertake critical social science research and analysis, independently and in a team environment, and further develop research, interpersonal, communication and teamwork skills	<ul style="list-style-type: none"><li>• Essay</li><li>• Assignment: In-class Group Presentation</li><li>• Policy Analysis Report</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

## **Learning and Teaching in this course**

The design and delivery of the course content and the adoption of the teaching strategies are based on a student-focused approach to teaching and learning. Seminars are conceived of as an interactive learning experience in which students are encouraged to be actively engaged in the whole learning process. The learning outcomes of this course will be addressed through a balanced combination of different teaching activities. Students will participate in a weekly 1-hour lecture and 1-hour tutorial in which a balanced combination of teaching activities will contribute to advance students key academic skills as well as their growth as professionals and responsible members of the society. The lecture will comprise a series of topics and tutorials with class discussions, group work and students-led presentations.

The delivery of lectures aims to provide students with an overview of the course content, identifying key aspects and issues to be considered in the readings. Lecture notes and power point presentations will be uploaded in Moodle so that students will be able to access them on a regular basis through the semester.

The lectures will be structured to provide a balance of theory and practice. Case studies will be used to illustrate theory and students will be expected to contribute to the lecture and tutorial discussions and practical exercises. The format of the lecture will vary in each part of the course, but these are intended to be gateways into the week's topic, rather than the last word on the material.

The class will be held as below:

- Lecture: Tuesdays 6-7pm In-person at O'Shane (G03) & online
- Tutorials, each student enrolling in only one of the following sessions:
  - Session 1: Tuesdays 7- 8pm (Morven Brown G5): In person
  - Session 2: Wednesdays 6-7pm (Morven Brown G3): In person
  - Session 3: Wednesdays 7-8pm (online)

Please remember that attendance at the entire one-hour lecture and one tutorial session is compulsory. The lectures are designed to be enjoyable and stimulating. They are the place where you will meet colleagues, share ideas, debate issues (including disagreements among various viewpoints), and learn more about the particular topic than you could from just reading on your own. Thus it is important to participate in seminars and enjoy them for your own benefit and for the benefit of your peers.

The crucial element to good lectures, especially in this format, is having all members of the class participate in the class, having read the readings and be prepared to contribute to class discussion. The best way to do this is to write questions or a brief summary of what you have read to bring to class each week. Accordingly, it is expected that students will have about one hour of online activity each week. This includes students reading widely on the topic, and at a minimum, reading the assigned weekly readings prior to the lecture and tutorials, and sharing key insights from the reading both in class and through Moodle's discussion forum.

Students will be divided into a group in tutorials to discuss key issues and questions related to the readings and the topic of the day. Group discussions and group work will be fundamental for the preparation of student-led presentations in tutorials. Students are encouraged to raise any issue and ask any question related to the course material. Group discussions contribute to create a relaxed and enjoyable learning environment as to make students' learning experience stimulating and inspirational.

Group work will be constant throughout the semester. In Week 1 you will be put into a group in the tutorial and you will stay in these groups for the entire semester. In Week 2, the lecturer will discuss, with a topic as an example, how tutorial presentation and discussions will be implemented. From Week 3, one of the groups will deliver a presentation on an allocated topic together with leading the in-class discussion while the other group members are expected to actively participate in the discussions. The allocation of a particular theme to a group will be decided in the first seminar session. The use of groups is important because this replicates the type of working environment you will experience when working in development and climate change adaptation; whether in government departments, NGOs, international organisations, or as part of collectives and social movements. It is important that you gain as much experience as possible working with others collaboratively so that when you are in these situations outside university you will be able to respond and adapt easily. In order for this seminar to work you have to be prepared to work collaboratively in your group for at least some of the seminar time each week. If you are not prepared to work in groups or find that you are having trouble in your group, you need to come and see me as soon as you can. All students will be required to meet and work in teams to prepare for discussions and presentations. Time will be made available in the seminar schedule for this so that students meet at least one hour per week to plan, coordinate and present a presentation and discussion on an assigned topic.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay Short Extension: Yes (3 days)	30%	Due Date: 28/06/2024 11:59 PM
Assignment: In-class Group Presentation	20%	Start Date: Not Applicable Due Date: Not Applicable
Policy Analysis Report Short Extension: Yes (3 days)	50%	Due Date: 02/08/2024 11:59 PM

## Assessment Details

### Essay

#### Assessment Overview

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.

#### Course Learning Outcomes

- CLO1 : Identify and explain the range of concepts, policies and practice of climate change adaptation in relation to development studies
- CLO3 : Propose pathways and options for reducing community vulnerability and enhancing resilience
- CLO4 : Undertake critical social science research and analysis, independently and in a team environment, and further develop research, interpersonal, communication and teamwork skills

#### Assessment Length

800 words

#### Assessment information

Choose ONE question from the list of questions and write an essay. The paper is up to 1,000 words in addition to references. As Jesse Ribot argues, "Vulnerability does not just Fall from the Sky ..." whether and how a pro-poor climate policy can address social vulnerability? Climate

change impacts are most visible at the local level and any adaptation responses must focus on local institutions. Do you agree with this statement? Is yes or no, explain. Why is community participation in climate change adaptation often associated with elite domination? What are the ways to solve the problems of elite domination?

A suggested structure of an essay might be:

- Introduction (~100 words)
- First topic/theme/argument with supporting evidence and your analysis (~200 words)
- Second topic/theme/argument (~200 words)
- Third topic/theme/argument (~200 words)
- Conclusion (~100 words)
- References

## MARKING RUBRICS

Marking criteria 0-49% FL 50 - 65% P 65 – 74% C 75 – 84% D > 85% HD

1. Response to the topic/ question (20%) Misconceptions about question or failure to address essential issues  
Satisfactory response to question/ topic, but lacking comprehensive converge Competent response to question, addresses the major relevant issues Insightful response, identifying and prioritising relevant issues Sophisticated response, comprehensive coverage and prioritisation of issues

2. Structure (10%) No evident structure Basic structure evident, but introduction is weak or unclear. Does not include a conclusion, or conclusion fails to draw together strands of argument persuasively. Clear structure, minor inconsistencies throughout, Introduction is descriptive, provides a general overview of the core issue but is long or rambling. Contains a conclusion that draws together strands of argument. Introduction is concise. Conclusion is well developed and well integrated. The conclusion draws together the strands of argument and reflects on the implications of the arguments presented. Introduction provides a clear and accessible overview of the issue. Each section serves a purpose in advancing the argument and there are logical links between the sections. The conclusion is concise and persuasive

3. Research skills and engagement (20%) Limited use of relevant materials, misconception of meanings, inappropriate or no use of evidence Uses only immediately available information. Shows limited evidence of research. Use of literature and additional materials is very limited and/ or largely irrelevant. Shows evidence of engagement with relevant literature but does not discriminate effectively between sources of information. Over-reliance on dated and/or obvious sources, suggesting limited research skills. Employs a wide range of relevant literature effectively. Shows a good, sound knowledge of the literature and good research skills. A very competent piece of work showing strong capacity for research and use of evidence.

Demonstrates a thorough and critically reflective approach to source selection appropriate to the task. Demonstrated high level of independent thought in locating required information.

4. Critical analysis and argument (40%) No evidence of critical analysis Shows limited understanding what is required in critical analysis. Writing makes unsubstantiated assertions, takes at face value contested concepts/ideas, and/or reproduces claims as 'common knowledge' without evidence. Argument is poorly expressed and/or under-developed. Attempts to analyse issue and explain not just what it is but how/why it matters. Uses evidence drawn from a range of sources to support claims, but does not critically engage with the evidence to explore its limitations. Writing presents a clear argument but does not develop it fully. Provides persuasive analysis of the issue at hand to develop a clear and robust argument. Can synthesise a number of concepts or factors into a larger idea. Can evaluate the salience and limitations of various arguments. Analysis may be limited to secondary sources Analysis is sophisticated and nuanced, evaluates competing ideas from a number of standpoints. Makes and supports persuasive argument(s) that are well supported by careful engagement with the relevant literature. Originality of analysis may be supported by primary source material

5. Presentation and [removed]5%) Poor presentation and expression, consistently poor spelling, grammar and syntax Spelling and grammar require editing. Some sentences require rewriting for clarity and/or paragraph structure poor in places. Writing style may be choppy in places and/or poor flow. Adheres to expectations and conventions with all expected attributes present. Clear writing style with appropriately formatted sentences and paragraphs. Spelling and grammar used with considerable accuracy and effectiveness. Consistent academic writing style and well structured sentences and paragraphs. Correct spelling and grammar used effectively. Complex sentence structure and sophisticated vocabulary used. Effective academic writing style, with clear links to arguments

6. Referencing (5%) Errors and inconsistencies in referencing and/or insufficient citations Basic referencing accurate and use of a bibliography or reference list, however, lacks consistency. Consistent system of referencing with minor errors of style or presentation. Use of academic conventions such as referencing and citation is accurate, consistent and appropriate for the discipline. Use of academic conventions such as referencing and citation is accurate, consistent and appropriate for the discipline.

#### Assignment submission Turnitin type

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

### **Assignment: In-class Group Presentation**

#### Assessment Overview

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.

#### Course Learning Outcomes

- CLO2 : Critically analyse climate change adaptation policy and practices in different contexts using case studies
- CLO3 : Propose pathways and options for reducing community vulnerability and enhancing resilience
- CLO4 : Undertake critical social science research and analysis, independently and in a team environment, and further develop research, interpersonal, communication and teamwork skills

#### Assessment Length

25 mins with approx. 20 slides presentation in tutorial class: Only one per group

#### Submission notes

Submission via course's Moodle site

#### Assessment information

In tutorial groups with the minimum of 3 students, students are to present in an allocated topic each week, while the rest of the class will ask questions, provide comments and engage in discussion – individually and/ or groups.

The presenting group for a particular tutorial class will give a presentation of about 25 minutes (approx. 20 mins presentation and approx. 5 minutes Q & A) and facilitate discussions, summarising key ideas, issues and questions based on the readings relevant to the particular theme of the week.

The group develops and delivers a PowerPoint presentation (approx. 20 slides) for presentation combined with some materials to facilitate lively class discussion.

All members must deliver the presentation. Within 24 hours of the presentation day, each group will submit the powerpoint slides that were presented to the class lecturer.

Marks are equally distributed to all members, hence the need to catalyse your members early on.

It is suggested that the presenting group will share a reflection on course's moodle site (in group discussion forum), reflecting their experience of group presentation, their individual 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.

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/>

MARKING FORM WILL BE USED FOR ASSESSING THE PRESENTATION AND THIS FORM WILL BE SHARE IN THE COURSE'S MOODLE SITE.

#### Assignment submission Turnitin type

This is not a Turnitin assignment

### **Policy Analysis Report**

#### Assessment Overview

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.

#### Course Learning Outcomes

- CLO2 : Critically analyse climate change adaptation policy and practices in different contexts using case studies
- CLO3 : Propose pathways and options for reducing community vulnerability and enhancing resilience
- CLO4 : Undertake critical social science research and analysis, independently and in a team environment, and further develop research, interpersonal, communication and teamwork skills

#### Assessment Length

1500 words

## Assessment information

This Policy Analysis Report provides you with the opportunity to investigate in some depth an policy issue related to climate change and development within a country's context . You have the choice of selecting ONE TOPIC from below: Local leadership for assessing social vulnerability to climate change: Lessons from [a project/ program/ policy] in [a country] (in the Asia Pacific region), or Planning for inclusive climate change adaptation: Role of local governments [from a developing country (or in Australia)], or In search of local voices: indigenous knowledge in adaptation planning in Australia, or NZ, or another country, or Understanding dynamics within local communities: How and why to solve the problems of elite capture in community-scale climate change adaptation ? (open case study), or Fostering partnership between local communities and local government in disaster management (Open case study), or Integrating climate change and development policies: Opportunities and challenges in [a country] (in the Asia Pacific region).

The suggested outline for the report is below:

- Introduction - provide a brief background of the topic, and include a brief literature review of the topic to identify the angle of your report, highlighting the problems and formulating a set of objectives of your report. You provide a structure to the report according to the ideas you will present. (~300 words).
- Description of the case study description and overview of problems and opportunities – Identify a case study project or program from a country or a region, and gather relevant information from websites, articles and reports. You could use the map, pictures and figures to show the nature and pattern of the issues under consideration. The purpose here is to provide a context of the problems. Depending on the angle you have chosen that is, focus of your analysis, you might like to discuss the broad issue and then three specific sub-issues (~200 words).
- Evidencing and analysis of problem 1: Gather relevant evidence and analyse these to develop arguments on how and why this problem has emerged and evolved, and provide a brief thoughts on how to solve this problem for the benefit of local communities (~200 words).
- Evidencing and analysis of problem 2: Gather relevant evidence and analyse these to develop arguments on how and why this problem has emerged and evolved, and provide a brief thoughts on how to solve this problem for the benefit of local communities (~200 words).
- Evidencing and analysis of problem 3: Gather relevant evidence and analyse these to develop arguments on how and why this problem has emerged and evolved, and provide a brief thoughts on how to solve this problem for the benefit of local communities (~200 words).

- Finding solutions and making recommendations: Based on the analysis of problems, now you are coming to the stage where you can draw on some literature and link the ideas from the literature to propose viable solutions. Your recommendations must be substantiated by evidence, and are well-argued and convincing with the support of your data as well as ideas from the papers (~200 words).
- Conclusions: You need to provide a summary of your key ideas and synthesize why and how your report and recommendation is credible. You need to make some statements on the implications of your recommendations to the policy and practice affecting local communities (~200 words).
- References: Include a full and accurate references of the materials used in this report. (excluded from word budget)

When writing the analysis, consider:

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? What is the existing policy-scape surrounding this problem? Are there policies in place that approach the problem, or attempt to approach the problem? If there are policies in place, are they effective? How are they/are they not effective in resolving the problem? Do they lead to other issues? 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/>.

## MARKING RUBRICS

Marking criteria 0-49% FL 50 - 65% P 65 – 74% C 75 – 84% D > 85% HD 1. Structure (5%) No evident structure Has a weak or unclear introduction. No clear distinction between sections or evident logic behind the organisation. Does not include a conclusion, or conclusion fails to draw together strands of argument. Introduction is descriptive, provides a general overview of the core issue but is long or rambling. Some attempt is made to organise. Contains a conclusion that draws together strands of argument. Introduction is concise. Conclusion is well developed and well-integrated. The conclusion draws together the strands of argument and reflects on the implications of the arguments presented. Introduction provides a clear and succinct overview of the issue. Each section serves a purpose in advancing the argument and there are logical links

between the sections. The conclusion is concise and persuasive.

2. Research skills and engagement (30%) Limited use of relevant materials, misconception of meanings, inappropriate or no use of evidence. Uses only immediately available information. Shows limited evidence of independent research or relation of issue to the literature. Use of literature and additional materials is very limited and/or largely irrelevant. Shows evidence of engagement with relevant literature but does not discriminate effectively between sources of information. Over-reliance on dated and/or obvious sources, suggesting limited research skills. Locate required information. Employs a wide range of relevant literature. Shows sound knowledge of the literature and good research skills. A competent piece of work showing capacity for research and use of evidence. Demonstrates a thorough and critically reflective approach to source selection appropriate to the task. Demonstrated high level of independent thought in locating required information.

3. Critical analysis and arguments (50%) No evidence of critical analysis. Shows limited understanding what is required in critical analysis. Writing makes unsubstantiated assertions, takes at face value contested concepts/ideas, and/or reproduces claims as 'common knowledge' without evidence. Argument is poorly expressed and/or under-developed. Attempts to analyse issue and explain not just what it is but how/why it matters. Uses evidence drawn from a range of sources to support claims but does not critically engage with the evidence to explore its limitations. Writing presents a clear argument but does not develop it fully. Provides persuasive analysis of the issue at hand to develop a clear and robust argument. Can synthesise a few concepts or factors into a larger idea. Can evaluate the salience and limitations of various arguments. Analysis may be limited to secondary sources. Analysis is sophisticated and nuanced, evaluates competing ideas from a few standpoints. Makes and supports persuasive argument(s) that are well supported by careful engagement with the relevant literature. Originality of analysis may be supported by primary source material.

4. Presentation and [removed] (5%) Poor presentation and expression, consistently poor spelling, grammar, and syntax. Does not demonstrate an understanding of what is expected in presentation. Spelling and grammar require editing. Some sentences require rewriting for clarity and/or paragraph structure poor in places. Writing style may be choppy in places and/or poor flow on from one idea to the next. Adheres to all expectations and conventions with all expected attributes present. Clear writing style with appropriately formatted sentences and paragraphs. Spelling and grammar used with considerable accuracy and effectiveness. Some translation and interpretation of the conventions to suit personal style and specific execution. Consistent academic writing style and well-structured sentences and paragraphs. Correct spelling and grammar used effectively almost all the time. Complex sentence structure and sophisticated vocabulary used where appropriate. Highly effective academic writing style, with clear and consistent links to arguments. A unique but appropriate presentation of work.

5. Referencing (10%) Errors and inconsistencies in

referencing and/or insufficient citations Basic referencing accurate and use of a bibliography or reference list, however, lacks consistency. Consistent system of referencing with minor errors of style or presentation. Use of academic conventions such as referencing, and citation is accurate, consistent, and appropriate. Use of academic conventions such as referencing, and citation is accurate, consistent, and appropriate.

#### **Assignment submission Turnitin type**

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

## **General Assessment Information**

- Assessments 1 and 3 must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle.
- Assessment 2 does NOT require Turnitin submission. Powerpoint slides will need to be submitted (one submission per group) via Course's Moodle site within the Assessment Tab.

#### **Note on Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. The use of AI tools, such as ChatGPT, has been permitted in this course, but they must be properly credited and your submissions MUST be substantially your own work.

#### **Grading Basis**

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Lecture	<p>Introduction and framework for COMD5004: Climate change adaptation and development: What are the key challenges and opportunities for local communities?</p> <p>This course is about community-based climate change adaptation – what is it, whether and why it is important, and how can we learn and improve climate change adaptation at the community-level?</p> <p>This lecture introduces the course covering a range of critical questions such as: How does development and climate change link at the local community level? Why do we study international development and climate change adaptation as they relate to the local community impacts, vulnerability and resilience? Can the climate policy promote justice to the poorest, indigenous, and marginalised people? What are the drivers and influencers that push for climate policy change? Do climate change adaptation policies serve the interest of the poorest of the poor, marginalised and indigenous peoples? If they do, how and if they don't, why not? What are the existing and emerging debates around community-level climate change adaptation, why does this matter (does it matter)? We will explore these critical questions in the context of three overriding concepts: a) Vulnerability, b) Adaptation and c) Justice, followed by five key themes relevant to the discussion of Climate Change Adaptation. We will also go over the course outline and assessments.</p> <p>Required readings:</p> <p>Olazabala, M., Chiabaia, A., Foudia, S. and Neumann, M. (2018), Emergence of new knowledge for climate change adaptation, <i>Environmental Science and Policy</i>, 83, pp. 46–53.</p> <p>Shi, L. (2019), Promise and paradox of metropolitan regional climate adaptation, <i>Environmental Science and Policy</i>, 92, pp. 262–274.</p> <p>Suggested readings:</p> <p>Mikulewicz, M. (2019), Thwarting adaptation's potential? A critique of resilience and climate-resilient development, <i>Geoforum</i>, 104, pp. 267 – 282.</p> <p>IPCC (2018), Summary for Policymakers, In: Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty.</p>
	Tutorial	<p>In this tutorial, tutor will discuss about student groups and start the process of group formation. The tutor will also outline how the group presentation and discussions in tutorials will be organised in each week and what are expected of the members.</p> <p>There is no tutorial presentation on this date.</p>
Week 2 : 3 June - 9 June	Lecture	<p>VULNERABILITY: Differential vulnerabilities and adaptative capacity</p> <p>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? The key focus remains on the differential vulnerabilities, adaptation practices and capacity to adapt at the local community level. Ideas of social and physical vulnerabilities are discussed. Discussions are embedded within the seminar where student groups are expected to share their views drawing on readings.</p> <p>Required readings: James, F., Pearce, T., McDowell, G., Berrang-Ford, L., Sayles, J., Belfer, E. (2018), Vulnerability and its discontents: the past, present, and future of climate change vulnerability research, <i>Climatic change</i>, 151(2), pp.189-203.</p> <p>Adger, W. (2006), Vulnerability, <i>Global Environmental Change</i>, 16, pp. 268-281.</p> <p>Cannon, T. and Muller-Mahn, D. (2010), Vulnerability, resilience and development discourses in context of climate change, <i>Natural Hazards</i>, 55, pp. 621-635.</p> <p>Suggested readings: Jesse, R. (2010), Vulnerability does not just Fall from the Sky: Toward Multi-scale Pro-poor Climate Policy, in Robin Mearns and Andrew Norton (eds.), <i>Social Dimensions of Climate Change: Equity and Vulnerability in a Warming World</i>. Washington, DC: The World Bank.</p> <p>Fawcett, D., Pearce, T., Ford, J. D., and Archer, L. (2017), Operationalizing longitudinal approaches to climate change vulnerability assessment, <i>Global Environmental Change</i>, 45, pp.79 – 88.</p> <p>Eriksen, S., Schipper, E., M., Vincent, K., Adam, H., Brooks, N., Harding,B., Khatri, D., Lenaerts,L., Liverman, D., Mills-Novoa, M., Mosberg, M., Movik, S., Muok, B., Nightingale, A., Ojha, H., Sygna,L., Taylor, M., Vogel, C. &amp; West, J. (2021), Adaptation interventions and their effect on vulnerability in developing countries: Help, hindrance or irrelevance? <i>World Development</i>, 141, p.105383 <a href="https://doi.org/10.1016/j.worlddev.2020.105383">https://doi.org/10.1016/j.worlddev.2020.105383</a></p>
	Tutorial	<p>In this tutorial, the tutor will discuss the key points covered in the lecture and engage in the Q &amp; A.</p> <p>Importantly, the tutor will finalise the group membership so that group discussion can start from week 3.</p> <p>The tutor will also reiterate how the in-class group discussions will be organised</p>

		<p>in each week and what are expected of the members. We will also go through a set of examples of group presentations from the previous years. These presentations will demonstrate different ways of developing a group presentation. Student groups are encouraged to think creatively to develop an engaging and interesting presentation.</p>
Week 3 : 10 June - 16 June	Lecture	<p><b>ADAPTATION:</b> whose adaptation, whose resilience?</p> <p>This week will provide a historical and contemporary look at the discussions on adaptation and resilience and highlight key theories and principles of adaptation. Again, the focus remains on the local community level, when discussing the principles and practices of adaptation and resilience. A range of climate change adaptation and resilience theories and principles are developed and implemented around the world today. Some global principles are claimed to be successful; others are not. But just how implementable and relevant these theories and principles are to the everyday life and livelihoods of local communities living with a diversity of pressures and challenges? Many local communities in the Global South are living with the changing climate for generations; they are present and often much prosperous and happier than before, but what, if any, have the international policy communities learn from the evolving practices of the local communities in the Global South. Again, our focus will be to discuss whether, how and why global adaptation and resilience practices are serving (or not serving) the poorest and disadvantaged communities in developing countries.</p> <p>Required readings: Nelson, D. R. (2011), <i>Adaptation and resilience: responding to a changing climate</i>, Wiley Interdisciplinary Reviews: Climate Change 2(1), pp.113-120. Kates, R. W., Travis, W. R. and Wilbanks, T. J. (2012) Transformational adaptation when incremental adaptations to climate change are insufficient. <i>Proceedings of the National Academy of Sciences</i>, 109, pp. 7156-7161.</p> <p>Suggested readings: Woodruff, S., Meerow, S., Stults, M., and Wilkins, C. (2018), <i>Adaptation to resilience planning: Alternative pathways to prepare for climate change</i>, <i>Journal of Planning Education and Research</i>, 0739456X18801057. Berrang-Ford, L., D. Ford, J. and Paterson, J. (2011), Are we adapting to climate change?, <i>Global Environmental Change</i>, 21, pp. 25–33. Vogel, C., S. C. Moser, S., Kasperson, R. E. and Dabelko, G. D. (2007), Linking vulnerability, adaptation, and resilience science to practice: Pathways, players, and partnerships, <i>Global Environmental Change</i>, 17(3), pp. 349-364.</p>
	Tutorial	<p>The tutorial group presentation starts from this week. The tutorial time is divided into three sessions:</p> <p>First, the tutor will discuss on topics covered in the lecture and Q&amp;A.</p> <p>Second, the Group 1 will present: Topic: Climate change adaptation in Bangladesh: Key issues, opportunities, and achievements.</p> <p>Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 25 minutes (20 mins presentation &amp; 5 mins Q &amp; A), including Q&amp;A. Within 24 hours of the presentation, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task has 20% weight.</p> <p>Thirdly, the tutor will conclude the session with summary of key points discussed in two group presentations.</p>
Week 4 : 17 June - 23 June	Lecture	<p><b>CLIMATE JUSTICE:</b> who wins, who loses?</p> <p>Climate justice is a fundamental aspect of SDG 13 under UN Agenda 2030. Many claim that climate change has made many local communities exposed and more vulnerable, exacerbating social inequality and injustice. In this seminar, we discuss the concept of climate justice in terms of both justice as redistribution (exploring the just division, fair sharing, and equitable distribution of the benefits and burdens of climate change and responsibilities to deal with climate change), and justice as recognition (exploring issues of identity, culture, in shaping distribution). Using a range of concepts and real-world examples, we explore the question of who wins, who loses in the struggle for climate justice for local communities.</p> <p>Required readings: Olsson, D. (2022), From Technocracy to Democracy: Ways to Promote Democratic Engagement for Just Climate Change Adaptation and Resilience Building, <i>Sustainability</i> 14, 1433. <a href="https://doi.org/10.3390/su14031433">https://doi.org/10.3390/su14031433</a>. Paavola, J. and W. N. Adger (2006), Fair adaptation to climate change, <i>Ecological Economics</i>, 56(4), pp.594-609. Okereke, C., and Coventry, P. (2016), Climate justice and the international regime: before, during, and after Paris. <i>Wiley Interdisciplinary Reviews: Climate Change</i>, 7(6), pp. 834-851.</p> <p>Suggested readings: Klepp, S., and Herbeck, J. (2016), The politics of environmental migration and climate justice in the Pacific region, <i>Journal of Human Rights and the Environment</i>, 7(1), pp. 54-73. Thomas, D.S. and Twyman, C., (2005), Equity and justice in climate change adaptation amongst natural-resource-dependent societies, <i>Global Environmental Change</i>, 15, pp.115-124.</p>
	Tutorial	<p>The tutorial time is divided into three sessions:</p> <p>First, the tutor will discuss on topics covered in the lecture and Q&amp;A.</p> <p>Second, the Group 2 will present: Topic: Climate justice in the Pacific:</p>

		<p>Opportunities and risks for local leadership.</p> <p>Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 25 minutes (20 mins presentation &amp; 5 mins Q &amp; A), including Q&amp;A. Within 24 hours of the presentation, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task has 20% weight.</p> <p>Thirdly, the tutor will conclude the session with summary of key points discussed in two group presentations.</p>
Week 5 : 24 June - 30 June	Lecture	<p><b>ADAPTATION # 1:</b> Local adaptation practices and community participation – how &amp; why to understand and move beyond tokenistic participation?</p> <p>This lecture discusses community participation in climate change adaptation. The practice of community participation is contentious because it is often tokenistic, and expert driven. The local communities often play a minor role in designing the participatory framework. The questions of: who are the communities, what is the purpose of participation, and how to move beyond tokenism remain unresolved. This seminar engages with these and many more questions and challenges of participation in climate change adaptation.</p> <p>Required readings: Samaddar, et al. (2021), Successful Community Participation in Climate Change Adaptation Programs: on Whose Terms? Environmental Management, 67, pp. 747-762. Cornwall, A. (2008), Unpacking 'Participation': models, meanings and practices', Community Development Journal, 43, pp. 269-283.</p> <p>Suggested readings: Samaddar, S., Ayaribilla, A. J., Oteng-Ababio, M., Dayour, F. and Yokomatsu, M. (2019), Stakeholders' Perceptions on Effective Community Participation in Climate Change Adaptation, Sustainable Solutions for Food Security, Springer, pp. 355-379. Shrestha, K. K. and McManus, P. (2008), The politics of community participation in natural resource management, lessons from community forestry in Nepal, Australian Forestry, 71(2), pp.135-146. Few, R., Brown, K. and Tompkins, E. L. (2007), Public participation and climate change adaptation: avoiding the illusion of inclusion, Climate Policy, 7(1), pp. 46-59. Arnstein, S. (1969), A ladder of citizen participation, Journal of American Institute of Planning, 35(4), pp.216-224.</p>
	Tutorial	<p>The tutorial time is divided into three sessions:</p> <p>First, the tutor will discuss on topics covered in the lecture and Q&amp;A.</p> <p>Second, the Group 3 will present: Topic: Community-based climate change adaptation in the Philippines: who wins, who loses? Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 25 minutes (20 mins presentation &amp; 5 mins Q &amp; A), including Q&amp;A. Within 24 hours of the presentation, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task has 20% weight.</p> <p>Thirdly, the tutor will conclude the session with summary of key points discussed in two group presentations.</p>
Week 6 : 1 July - 7 July	Lecture	<p><b>ADAPTATION # 2:</b> Adaptation planning of local communities and the State: how &amp; why to overcome bureaucratic control and tokenism?</p> <p>Community adaptation planning (CAP) is often seen as a key approach for building motivation and capacity for action on community-based adaptation among communities, while also strengthening community participation and influence in local government decision-making. However, planning does not happen in the absence of government agencies. Most often, government officials influence the agendas and practices of CAP, leading the whole process being tokenistic. This seminar explores the processes and examples of how CAP works in practice, how to progress from climate vulnerability and capacity assessments in a participatory community planning process, and how to address tokenism.</p> <p>Required Reading: Fischer, H. (2021), Decentralization and the governance of climate adaptation: Situating community-based planning within broader trajectories of political transformation, World Development, 140, 105335 <a href="https://doi.org/10.1016/j.worlddev.2020.105335">https://doi.org/10.1016/j.worlddev.2020.105335</a> Fussel, H. M. (2007), Adaptation planning for climate change: concepts, assessment approaches, and key lessons, Sustainability Science 2(2), pp. 265-275. Jacobs, B., Boronyak, L., and Mitchell, P. (2019), Application of Risk-Based, Adaptive Pathways to Climate Adaptation Planning for Public Conservation Areas in NSW, Australia, Climate, 7(4), 58; doi:10.3390/cli7040058</p> <p>Suggested reading: Schlosberg, D., Collins, L. B. and Niemeyer, S. (2017), Adaptation policy and community discourse: risk, vulnerability, and just transformation, Environmental Politics, 26(3), pp. 413-437. Burton, I., Huq, S., Lim,</p>

		B., Pilifosova, O. and Schipper, E. L. (2002), From impacts assessment to adaptation priorities: The shaping of adaptation policy, Climate Policy, 2, pp. 145-159.
	Tutorial	<p>The tutorial time is divided into three sessions:</p> <p>First, the tutor will discuss on topics covered in the lecture and Q&amp;A.</p> <p>Second, the Group 4 will present: Topic: Climate change adaptation planning in Australia: Issues and opportunity at the local government level Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 25 minutes (20 mins presentation &amp; 5 mins Q &amp; A), including Q&amp;A. Within 24 hours of the presentation, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task has 20% weight.</p> <p>Thirdly, the tutor will conclude the session with summary of key points discussed in two group presentations.</p>
Week 7 : 8 July - 14 July	Lecture	<p><b>ADAPTATION #3: Adaptation in the face of disasters – linking adaptation and disaster responses for disaster justice?</b></p> <p>According to the Intergovernmental Panel on Climate Change (IPCC), the unprecedented climate change leads to changes in the frequency, intensity, duration and timing of extreme weather and climate events, thereby increasing sea level, temperature rises, flooding, landslides etc. This means, climate change is altering the face of disaster risks/ impacts and responses to these risks and impacts. In the meantime, climate change is also increasing societal vulnerabilities and the IPCC predicts that climate change is likely to slow economic growth, erode food security and exacerbate poverty in most developing countries. This seminar explores the links between disasters and climate change adaptation and explore some examples of practice of disasters recovery, being integrated with the practice of climate compatible development.</p> <p>Required Reading: Shrestha, K. K., Bhattacharai, B., Ojha, H. and Bajracharya, A. (2019), Disaster justice in Nepal's earthquake recovery, International Journal of Disaster Risk Reduction, 33, pp. 207– 216. Uchiyama, C., Nafesa Ismail, N. &amp; Stevenson, L. (2021), Assessing contribution to the Sendai Framework: Case study of climate adaptation and disaster risk reduction projects across sectors in Asia-Pacific (2015–2020), Progress in Disaster Science, 12, 100195, <a href="http://dx.doi.org/10.1016/j.pdisas.2021.100195">http://dx.doi.org/10.1016/j.pdisas.2021.100195</a> Jörn, B. and Teichman, K. (2010), Integrating Disaster Risk Reduction and Climate Change Adaptation: Key Challenges—Scales, Knowledge, and Norms, Sustainability Science 5 (2), pp. 171–184.</p> <p>Suggested reading: Pelling, M. and Dill, K. (2010), Disaster politics: tipping points for change in the adaptation of socio-political regimes, Progress in Human Geography, 34(1), pp. 21-37. Metz, B. and Kok, M. (2008), Integrating development and climate policies, Climate Policy, 8, pp. 99-102.</p>
	Tutorial	<p>The tutorial time is divided into three sessions:</p> <p>First, the tutor will discuss on topics covered in the lecture and Q&amp;A.</p> <p>Second, the Group 5 will present: Topic: Climate change adaptation policies in China in the context of shifting international climate policies: Key issues and lessons Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 25 minutes (20 mins presentation &amp; 5 mins Q &amp; A), including Q&amp;A. Within 24 hours of the presentation, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task has 20% weight.</p> <p>Thirdly, the tutor will conclude the session with summary of key points discussed in two group presentations.</p>
Week 8 : 15 July - 21 July	Lecture	<p><b>ADAPTATION # 4: Adaptation in rural communities: the role of social capital and social elites in inclusive adaptation</b></p> <p>Rural communities are adapting to climate change in different ways as the impacts of climate change are already being felt. Higher temperatures, droughts and increasingly heavy rainfall aggravate the ongoing degradation of agricultural, forest and pasture ecosystems. This has a negative effect on the rural population's food security and increases the potential for conflict among the different groups using the natural resources.</p> <p>In rural areas, very few specific climate change adaptation measures have been implemented so far by many governments in the Global South. The question of how the adaptation to climate change in rural areas is improved is important. It is often argued that social elites and social capital facilitates adaptation to planned community-based adaptation (CBA). However, social capital, social norms and social elites can also obstruct effective adaptation for the poorest and most</p>

		<p>disadvantaged groups within the community. This seminar explores the questions around adaptation in rural communities and the roles of social elites and social capital.</p> <p>Required Reading: Dodman, D. and Mitlin, D. (2013), Challenges for community-based adaptation: discovering the potential for transformation, <i>Journal of International Development</i>, 25 (5), pp. 640-659. Aalst, V., Maarten K., Cannon, T. and Burton, I. (2008), Community Level Adaptation to Climate Change: the Potential Role of Participatory Community Risk Assessment, <i>Global Environmental Change</i>, 18(1), pp. 165–179. Prativa S., Keenan, R., Paschen, J. &amp; Ojha (2016), Social production of vulnerability to climate change in the rural middle hills of Nepal, <i>Journal of Rural Studies</i>, 48, pp. 53-64.</p> <p>Suggested reading: Satterthwaite, D. (2011), How can urban centers adapt to climate change with ineffective or unrepresentative local governments? <i>Wiley Interdisciplinary Reviews: Climate Change</i>, 2, pp. 767-776. Paudel, N., Khatri, D., Ojha, H., Karki, R. and Gurung, N. (2013), Integrating Climate Change Adaptation with Local Development: Exploring Institutional Options, <i>Journal of Forest and Livelihood</i>, 11(1), pp. 1-13.</p>
	Tutorial	<p>The tutorial time is divided into three sessions:</p> <p>First, the tutor will discuss on topics covered in the lecture and Q&amp;A.</p> <p>Second, the Group 6 will present: Topic: Local Adaptation Plan of Action (LAPA) in Nepal: How to overcome the challenge of social elites? Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 25 minutes (20 mins presentation &amp; 5 mins Q &amp; A), including Q&amp;A. Within 24 hours of the presentation, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task has 20% weight.</p> <p>Thirdly, the tutor will conclude the session with summary of key points discussed in two group presentations.</p>
Week 9 : 22 July - 28 July	Lecture	<p>ADAPTATION # 5: Adaptation in urban communities: the challenge of urban poverty in a changing climate</p> <p>We are living in a rapidly urbanising world. Along with this, poverty is also rapidly urbanising. As the world becomes urbanized and more poor people move to urban areas, the challenges of climate change are exacerbated. This rapid migration to cities and growth of slums has triggered infrastructure and housing needs that outpace governments' ability to respond. As a result, poor migrants often have houses highly vulnerable places such as in low-lying areas, on steep slopes, in ravines, and in other risk-prone areas exposed to extreme conditions such as floods and landslides. The urban poor are often financially unable to move to more protected areas or further inland. Low and unstable incomes as well as limited access to housing finance means that the poor often cannot afford standard building materials or upgraded structures. The resulting housing, built with found or substandard materials, is of poor quality and vulnerable to wind damage and flooding. Despite being among those most threatened by climate change, poor urban dwellers often are politically marginalised and not empowered to protect themselves. Many are living on their land illegally and cannot advocate for better protection from extreme weather conditions or access local or national support. This seminar will discuss, with examples, how and why urban poor are living and coping with climate change and development stresses and what are the urgent actions needed.</p> <p>Required Reading: Yenneti, K., Tripathi, S., Wei, Y. D., Chen, W., and Joshi, G. (2016), The truly disadvantaged? Assessing social vulnerability to climate change in urban India, <i>Habitat International</i>, 56, pp. 124-135. van der Heijden, J. (2019), Studying urban climate governance: Where to begin, what to look for, and how to make a meaningful contribution to scholarship and practice, <i>Earth System Governance</i>, 1, 100005. Pandey, R., Alatalo, J., Thapliyal, K., Chauhan, S., Archie, K., Gupta, A., Jha, S., &amp; Kumar, M. (2018), Climate change vulnerability in urban slum communities: Investigating household adaptation and decision-making capacity in the Indian Himalaya, <i>Ecological Indicators</i>, 90, pp.379-391.</p> <p>Suggested reading: Shrestha, K. K., Ojha, H., McManus, P., Rubbo, A. and Dhote, K. (eds.) (2015), <i>Inclusive Urbanization: Rethinking Participation, Planning and Policy</i>, Routledge, London and New York (Chapter 1). Satyal, P., Shrestha, K. K., Ojha, H., Vira, B. and Adhikari, J. (2017), A new Himalayan crisis? Exploring transformative resilience pathways, <i>Environmental Development</i>, 23, pp. 47–56. Moyer, J. and Hedden, S. (2020), Are we on the right path to achieve the sustainable development goals? <i>World Development</i>, 127, pp. 104749.</p>
	Tutorial	<p>The tutorial time is divided into three sessions:</p> <p>First, the tutor will discuss on topics covered in the lecture and Q&amp;A.</p> <p>Second, the Group 7 will present: Topic: Climate change adaptation in urban communities - insights from India. Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is</p>

		<p>expected to be about 25 minutes (20 mins presentation &amp; 5 mins Q &amp; A), including Q&amp;A. Within 24 hours of the presentation, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task has 20% weight.</p> <p>Thirdly, the tutor will conclude the session with summary of key points discussed in two group presentations.</p>
Week 10 : 29 July - 4 August	Lecture	<p>Week 10: Wrapping up: Reframing climate change adaptation</p> <p>This week will be a reflection on the topics covered throughout the term, with thoughts on how and why to reframe climate change adaptation that recognises the pitfalls and possibilities of the local communities!</p> <p>Readings:</p> <p>Colloff, M., Gorddard, R., Abel, N., Locatelli, B., Wyborn,C., Butler, J., Lavorel, S., van Kerkhoff, L., Meharg, S., Múnera-Roldán, C., Bruley, E., Fedele, G., Wise, R., &amp; Dunlop, M. (2021), Adapting transformation and transforming adaptation to climate change using a pathways approach, <i>Environmental Science &amp; Policy</i>, 124, pp.163-174.</p> <p>Kristianssen, A. &amp; Granberg, M. (2021), Transforming Local Climate Adaptation Organization: Barriers and Progress in 13 Swedish Municipalities, <i>Climate</i>, 9 (4), 52; <a href="https://doi.org/10.3390/cli9040052">https://doi.org/10.3390/cli9040052</a></p>
	Tutorial	<p>There is no group presentation on this tutorial class. The tutorial will involve reflections of different ideas learned in this course throughout the term, and class undertaking a Q&amp;A session.</p> <p>The 3-2-1 Reflective Practice Session may be implemented.</p> <p>Students will work in their groups and individually reflect on the followings:</p> <p>3: Three critical ideas/ theories learned from the course's seminar 2: Two issues they have enjoyed working in the group work 1: Burning question that they will further work in their studies and work.</p> <p>After the group reflection, each group will share a summary of their discussion, highlighting the contribution made by the course in their overall learning journey.</p>

## Attendance Requirements

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

## General Schedule Information

### When & Where:

- Lecture: Tuesdays 6-7pm In-person at OShane (G03) & online
- Tutorials, each student enrolling in only one of the following sessions:
  - Session 1: Tuesdays 7-8pm (Morven Brown G5): In person
  - Session 2: Wednesdays 6-7pm (Morven Brown G3): In person
  - Session 3: Wednesdays 7-8pm (online)

## Course Resources

### Prescribed Resources

#### WEEK 1 - Introduction and framework for COMD5004: Climate change adaptation and development:

#### Required readings:

- Olazabala, M., Chiabaia, A., Foudia, S. and Neumann, M. (2018), Emergence of new knowledge for climate change adaptation, *Environmental Science and Policy*, 83, pp. 46-53.
- Shi, L. (2019), Promise and paradox of metropolitan regional climate adaptation, *Environmental Science and Policy*, 92, pp. 262-274.

Suggested readings:

- Mikulewicz, M. (2019), Thwarting adaptation's potential? A critique of resilience and climate-resilient development, *Geoforum*, 104, pp. 267 - 282.
- IPCC (2018), Summary for Policymakers, In: Global Warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty.

## **WEEK 2: VULNERABILITY: Differential vulnerabilities and adaptative capacity**

Required readings:

- James, F., Pearce, T., McDowell, G., Berrang-Ford, L., Sayles, J., Belfer, E. (2018), Vulnerability and its discontents: the past, present, and future of climate change vulnerability research, *Climatic change*, 151(2), pp.189-203.
- Adger, W. (2006), Vulnerability, *Global Environmental Change*, 16, pp. 268-281.
- Cannon, T. and Muller-Mahn, D. (2010), Vulnerability, resilience and development discourses in context of climate change, *Natural Hazards*, 55, pp. 621-635.

Suggested readings:

- Jesse, R. (2010), Vulnerability does not just Fall from the Sky: Toward Multi-scale Pro-poor Climate Policy, in Robin Mearns and Andrew Norton (eds.), *Social Dimensions of Climate Change: Equity and Vulnerability in a Warming World*. Washington, DC: The World Bank.
- Fawcett, D., Pearce, T., Ford, J. D., and Archer, L. (2017), Operationalizing longitudinal approaches to climate change vulnerability assessment, *Global Environmental Change*, 45, pp.79 - 88.
- Eriksen, S., Schipper, E., M., Vincent, K., Adam, H., Brooks, N., Harding, B., Khatri, D., Lenaerts, L., Liverman, D., Mills-Novoa, M., Mosberg, M., Movik, S., Muok, B., Nightingale, A., Ojha, H., Sygna, L., Taylor, M., Vogel, C. & West, J. (2021), Adaptation interventions and their effect on vulnerability in developing countries: Help, hindrance or irrelevance? *World Development*, 141, p.105383 <https://doi.org/10.1016/j.worlddev.2020.105383>

## **WEEK 3: ADAPTATION: whose adaptation, whose resilience?**

Required readings:

- Nelson, D. R. (2011), *Adaptation and resilience: responding to a changing climate*, Wiley Interdisciplinary Reviews: Climate Change 2(1), pp.113-120.

- Kates, R. W., Travis, W. R. and Wilbanks, T. J. (2012) Transformational adaptation when incremental adaptations to climate change are insufficient. *Proceedings of the National Academy of Sciences*, 109, pp. 7156-7161.

Suggested readings:

- Woodruff, S., Meerow, S., Stults, M., and Wilkins, C. (2018), Adaptation to resilience planning: Alternative pathways to prepare for climate change, *Journal of Planning Education and Research*, 0739456X18801057.
- Berrang-Ford, L., D. Ford, J. and Paterson, J. (2011), Are we adapting to climate change?, *Global Environmental Change*, 21, pp. 25-33.
- Vogel, C., S. C. Moser, S. , Kasperson, R. E. and Dabelko, G. D. (2007), Linking vulnerability, adaptation, and resilience science to practice: Pathways, players, and partnerships, *Global Environmental Change*, 17(3), pp. 349-364.

#### **WEEK 4: CLIMATE JUSTICE: who wins, who loses?**

Required readings:

- Olsson, D. (2022), From Technocracy to Democracy: Ways to Promote Democratic Engagement for Just Climate Change Adaptation and Resilience Building, *Sustainability* 14, 1433. <https://doi.org/10.3390/su14031433>.
- Paavola, J. and W. N. Adger (2006), Fair adaptation to climate change, *Ecological Economics*, 56(4), pp.594-609.
- Okereke, C., and Coventry, P. (2016), Climate justice and the international regime: before, during, and after Paris. *Wiley Interdisciplinary Reviews: Climate Change*, 7(6), pp. 834-851.

Suggested readings:

- Klepp, S., and Herbeck, J. (2016), The politics of environmental migration and climate justice in the Pacific region, *Journal of Human Rights and the Environment*, 7(1), pp. 54-73.
- Thomas, D.S. and Twyman, C., (2005), Equity and justice in climate change adaptation amongst natural-resource-dependent societies, *Global Environmental Change*, 15, pp.115-124.

#### **Week 5: ADAPTATION 1**

Required readings:

- Samaddar, et al. (2021), Successful Community Participation in Climate Change Adaptation Programs: on Whose Terms? *Environmental Management*, 67, pp. 747-762.
- Cornwall, A. (2008), Unpacking 'Participation': models, meanings and practices', *Community Development Journal*, 43, pp. 269-283.

Suggested readings:

- Shrestha, K. K. and McManus, P. (2008), The politics of community participation in natural resource management, lessons from community forestry in Nepal, Australian Forestry, 71(2), pp.135-146.
- Few, R., Brown, K. and Tompkins, E. L. (2007), Public participation and climate change adaptation: avoiding the illusion of inclusion, Climate Policy, 7(1), pp. 46-59.
- Arnstein, S. (1969), A ladder of citizen participation, Journal of American Institute of Planning, 35(4), pp.216-224.

## **Week 6: ADAPTATION 2**

### Required Reading:

- Fischer, H. (2021), Decentralization and the governance of climate adaptation: Situating community-based planning within broader trajectories of political transformation, World Development, 140, 105335 <https://doi.org/10.1016/j.worlddev.2020.105335>
- Fussel, H. M. (2007), Adaptation planning for climate change: concepts, assessment approaches, and key lessons, Sustainability Science 2(2), pp. 265-275.
- Jacobs, B., Boronyak, L., and Mitchell, P. (2019), Application of Risk-Based, Adaptive Pathways to Climate Adaptation Planning for Public Conservation Areas in NSW, Australia, Climate, 7(4), 58; doi:10.3390/cli7040058

### Suggested reading:

- Schlosberg, D., Collins, L. B. and Niemeyer, S. (2017), Adaptation policy and community discourse: risk, vulnerability, and just transformation, Environmental Politics, 26(3), pp. 413-437.
- Burton, I., Huq, S., Lim, B., Pilifosova, O. and Schipper, E. L. (2002), From impacts assessment to adaptation priorities: The shaping of adaptation policy, Climate Policy, 2, pp. 145-159.

## **WEEK 7: ADAPTATION #3: Adaptation in the face of disasters - linking adaptation and disaster responses for disaster justice?**

### Required Reading:

- Shrestha, K. K., Bhattacharai, B., Ojha, H. and Bajracharya, A. (2019), Disaster justice in Nepal's earthquake recovery, International Journal of Disaster Risk Reduction, 33, pp. 207- 216.
- Uchiyama, C., Nafisa Ismail, N. & Stevenson, L. (2021), Assessing contribution to the Sendai Framework: Case study of climate adaptation and disaster risk reduction projects across sectors in Asia-Pacific (2015-2020), Progress in Disaster Science, 12, 100195, <http://dx.doi.org/10.1016/j.pdisas.2021.100195>
- Jšrn, B. and Teichman, K. (2010), Integrating Disaster Risk Reduction and Climate Change Adaptation: Key ChallengesÑScales, Knowledge, and Norms, Sustainability Science 5 (2), pp. 171-184.

### Suggested reading:

- Pelling, M. and Dill, K. (2010), Disaster politics: tipping points for change in the adaptation of socio-political regimes, *Progress in Human Geography*, 34(1), pp. 21-37.
- Metz, B. and Kok, M. (2008), Integrating development and climate policies, *Climate Policy*, 8, pp. 99-102.

## **WEEK 8: ADAPTATION # 4: Adaptation in rural communities: the role of social capital and social elites in inclusive adaptation**

### **Required Reading:**

- Dodman, D. and Mitlin, D. (2013), Challenges for community-based adaptation: discovering the potential for transformation, *Journal of International Development*, 25 (5), pp. 640-659.
- Aalst, V., Maarten K., Cannon, T. and Burton, I. (2008), Community Level Adaptation to Climate Change: the Potential Role of Participatory Community Risk Assessment, *Global Environmental Change*, 18(1), pp. 165-179.
- Prativa S., Keenan, R., Paschen, J. & Ojha (2016), Social production of vulnerability to climate change in the rural middle hills of Nepal, *Journal of Rural Studies*, 48, pp. 53-64.

### **Suggested reading:**

- Satterthwaite, D. (2011), How can urban centers adapt to climate change with ineffective or unrepresentative local governments? *Wiley Interdisciplinary Reviews: Climate Change*, 2, pp. 767-776.
- Paudel, N., Khatri, D., Ojha, H., Karki, R. and Gurung. N. (2013), Integrating Climate Change Adaptation with Local Development: Exploring Institutional Options, *Journal of Forest and Livelihood*, 11(1), pp. 1-13.

## **WEEK 9: ADAPTATION # 5: Adaptation in urban communities: the challenge of urban poverty in a changing climate**

### **Required Reading:**

- Yenneti, K., Tripathi, S., Wei, Y. D., Chen, W., and Joshi, G. (2016), The truly disadvantaged? Assessing social vulnerability to climate change in urban India, *Habitat International*, 56, pp. 124-135.
- van der Heijden, J. (2019), Studying urban climate governance: Where to begin, what to look for, and how to make a meaningful contribution to scholarship and practice, *Earth System Governance*, 1, 100005.
- Pandey, R., Alatalo, J., Thapliyal, K., Chauhan, S., Archie, K., Gupta, A., Jha, S., & Kumar, M. (2018), Climate change vulnerability in urban slum communities: Investigating household adaptation and decision-making capacity in the Indian Himalaya, *Ecological indicators*, 90, pp.379-391.

### **Suggested reading:**

- Shrestha, K. K., Ojha, H., McManus, P., Rubbo, A. and Dhote, K. (eds.) (2015), Inclusive Urbanization: Rethinking Participation, Planning and Policy, Routledge, London and New York (Chapter 1).
- Satyal, P., Shrestha, K. K., Ojha, H., Vira, B. and Adhikari, J. (2017), A new Himalayan crisis? Exploring transformative resilience pathways, Environmental Development, 23, pp. 47-56.
- Moyer, J. and Hedden, S. (2020), Are we on the right path to achieve the sustainable development goals? World Development, 127, pp. 104749.

## **WEEK 10: Wrapping up: Reframing climate change adaptation**

- Colloff, M., Gorddard, R., Abel, N., Locatelli, B., Wyborn,C., Butler, J., Lavorel, S., van Kerckhoff, L., Meharg, S., Mønera-Roldán, C., Bruley, E., Fedele, G., Wise, R., & Dunlop, M. (2021), Adapting transformation and transforming adaptation to climate change using a pathways approach, , 124, pp.163-174.
- Kristianssen, A. & Granberg, M. (2021), Transforming Local Climate Adaptation Organization: Barriers and Progress in 13 Swedish Municipalities, Climate, 9 (4), 52; <https://doi.org/10.3390/cli9040052>

## **Recommended Resources**

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

IPCC reports: <https://www.ipcc.ch/report/ar6/wg1/>

Sixth Assessment reports: <https://www.ipcc.ch/assessment-report/ar6/>

UNDP's community-based adaptation: <https://www.adaptation-undp.org/community-based-adaptation>

EPA (US) community-based adaptation: <https://www.epa.gov/sites/default/files/2016-09/documents/community-based-adaptationhandout.pdf>

UN's SDGs: <https://sustainabledevelopment.un.org/partnership/?p=31032>

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.

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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. (1994a), 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. (1994b), 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.

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

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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 Resources for Sustainable Livelihoods: 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/sternreviewreport.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 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.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Professor Krishna K. Shrestha		Room 151, Morven Brown			No	No
Lecturer	Dr Kiran Maharjan			0435374855	please send email to Dr Maharjan	Yes	Yes

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;

- student equity and disability;

And other essential academic information.

## 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

### [Use of AI for assessments | UNSW Current Students](#)

## 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](mailto: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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## School Contact Information

### School of Social Sciences

**Location:** Room 159, Morven Brown Building (C20), Kensington campus

**Opening Hours:** Monday – Friday, 9am – 5pm (except public holidays)

**Telephone:** +61 2 9385 1807

**Email:** [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

**Web:** <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>