

# COMD5004

Climate Change Adaptation & Development

Term 2, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Associate Professor Krishna K. Shrestha	<a href="mailto:krishna.shrestha@unsw.edu.au">krishna.shrestha@unsw.edu.au</a>	Weekdays, 9am-5pm. Consultations by appointment.	Room 151, Morven Brown	0413 151 111

#### Lecturers

Name	Email	Availability	Location	Phone
Dr Sajal Roy	<a href="mailto:sajal.roy@unsw.edu.au">sajal.roy@unsw.edu.au</a>	Consultation by email appointment		0426467996

### School Contact Information

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## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

## **Course Details**

### **Units of Credit 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

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

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Essay	30%	01/07/2021 11:59 PM	1, 3, 4
2. Assignment: In-class Group Presentation	20%	Not Applicable	2, 3, 4
3. Policy Analysis Report	50%	05/08/2021 11:59 PM	2, 3, 4

### Assessment 1: Essay

**Assessment length:** 800 words

**Due date:** 01/07/2021 11:59 PM

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.

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

#### Additional details

Choose ONE question from the list of questions and write an essay. The paper is up to 1,000 words in addition to references.

1. As Jesse Ribot argues, "Vulnerability does not just Fall from the Sky ..." whether and how a pro-poor climate policy can address social vulnerability?
2. 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.
3. 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

## **Assessment 2: Assignment: In-class Group Presentation**

**Assessment length:** 20 slides and a 300-400 Reflections on Group Work: Only one per group

**Submission notes:** Submission via course's Moodle site

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.

This is not a Turnitin assignment

### **Additional details**

In groups with minimum of 2 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. This is a group assessment task and has two elements:

- *In-class presentation (15%)*
- *PowerPoint Slides and a 300 to 400-word Reflective Document (5%)*

1. The presenting group for a particular class will give a presentation of about 30 minutes (approx. 20 mins presentation and approx. 10 minutes Q & A) and facilitate discussions, summarising key ideas, issues and questions based on the readings relevant to the particular theme of the week.
2. The group develops and delivers a PowerPoint presentation (approx. 20 - 30 slides) for presentation combined with some materials to facilitate lively class discussion.
3. 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.

Along with the presentation slides, each group will submit a 300-400 word reflective document 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.

Marks are equally distributed to all members, hence the need to catalise your members early 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/>

### **Assessment 3: Policy Analysis Report**

**Assessment length:** 1500 words

**Due date:** 05/08/2021 11:59 PM

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.

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

#### **Additional details**

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:

1. **Local leadership for assessing social vulnerability to climate change:** Lessons from [*a project/ program/ policy*] in [*a country*] (in the Asia Pacific region), or
2. **Planning for inclusive climate change adaptation:** Role of local governments [from a developing country (or in Australia)], or
3. **In search of local voices:** indigenous knowledge in adaptation planning in Australia, or NZ, or another country, or
4. **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
5. **Fostering partnership between local communities and local government in disaster management (Open case study),** or
6. **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:

1. What is the issue and what is the problem? Is it really a problem? Is the 'problem' as you frame it attached to other issues, or part of a bigger problem? Who are the stakeholders involved, and what does their involvement look like?
2. What is the existing policy-scape surrounding this problem? Are there policies in place that approach the problem, or attempt to approach the problem?



3. If there are policies in place, are they effective? How are they/are they not effective in resolving the problem? Do they lead to other issues?
4. Is there a viable or more viable solution to the problem? If so, then what is it and why/how is it viable? If not, then why not, and what evidence do you use to base that claim on?

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

## Attendance Requirements

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

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 30 May - 3 June	Seminar	<p>Week 1 (June 2):</p> <p><b>Climate change adaptation and development: key challenges and opportunities for local communities</b></p> <p>This seminar introduces <b>climate change adaptation</b> (CCA) – 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 seminar 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) <b>Vulnerability</b>, b) <b>Adaptation</b> and c) <b>Justice</b>, followed by <b>five key themes</b> relevant to the discussion of Climate Change Adaptation. We will also go over the course outline and assessments.</p>
	Group Activity	<p>After the seminar, lecturer will also discuss about student groups and start the process of group formation. The lecturer will also outline how the in-</p>

		class group discussions will be organised in each week and what are expected of the members during the seminar time and in-between.
Week 2: 6 June - 10 June	Seminar	<p>Week 2 (June 9)</p> <p><b>VULNERABILITY: Differential vulnerabilities and adaptative capacity</b></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 <b>social</b> and <b>physical</b> vulnerabilities are discussed. Discussions are embedded within the seminar where student groups are expected to share their views drawing on readings.</p>
	Group Activity	<p>Towards the end of this seminar, the lecturer will finalise the group membership so that group discussion can start from week 3. The lecturer will also reiterate how the in-class group discussions will be organised 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: 13 June - 17 June	Seminar	<p>Week 3 (June 16)</p> <p><b>ADAPTATION: whose adaptation, whose resilience?</b></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</p>

		<p>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>Presentation</p>	<p><b>Group 1 presentation: Bangladesh</b> Climate change adaptation in Bangladesh: Key issues, opportunities, and achievements</p> <p>In the last half an hour of the seminar in each week, there will be a group presentation and discussion. By this time, group members work together in the development Presentation Slides on the topic above. They share the presentation in class. The presentation first includes a brief introduction of the team members, followed by all members sharing their components of the presentation in class. The duration of the presentation will be about 20 minutes, followed by a Q&amp;A discussion of about 10 minutes. One day after the presentation day, 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><b>Group's Moodle task after the presentation</b> (via Course's Moodle site (within Assessment tab) a) Submission of PowerPoint slides, and b) 300 – 400 words <b>Reflection on Group Work</b> document <b>Due: 11.59pm, June 17</b> (Penalty applies for late submission)</p>
<p>Week 4: 20 June - 24 June</p>	<p>Seminar</p>	<p>Week 4 (June 23): <b>CLIMATE JUSTICE: who wins, who loses?</b></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>Presentation</p>	<p><b>Group 2 presentation: The Pacific Region</b>  Climate justice in the Pacific Region:  Opportunities and risks for local accountability</p> <p>In the last half an hour of the seminar in each week, there will be a group presentation and discussion. By this time, group members work together in the development Presentation Slides on the topic above. They share the presentation in class. The presentation first includes a brief introduction of the team members, followed by all members sharing their components of the presentation in class. The duration of the presentation will be about 20 minutes, followed by a Q&amp;A discussion of about 10 minutes. One day after the presentation day, 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><b>Group's Moodle task after the presentation</b> (via Course's Moodle site (within Assessment tab)  a) Submission of PowerPoint slides, and  b) 300 – 400 words <b>Reflection on Group Work</b> document  <b>Due: 11.59pm, June 24</b> (Penalty applies for late submission)</p>

<p>Week 5: 27 June - 1 July</p>	<p>Seminar</p>	<p>Week 5 (June 30)</p> <p><b>ADAPTATION # 1:</b>  <b>Local adaptation practices and community participation – how &amp; why to understand and move beyond tokenistic participation?</b></p> <p>This seminar 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>Presentation</p>	<p><b>Group 3 presentation: The Philippines Community-based climate change adaptation in the Philippines: who wins, who loses?</b></p> <p>In the last half an hour of the seminar in each week, there will be a group presentation and discussion. By this time, group members work together in the development Presentation Slides on the topic above. They share the presentation in class. The presentation first includes a brief introduction of the team members, followed by all members sharing their components of the presentation in class. The duration of the presentation will be about 20 minutes, followed by a Q&amp;A discussion of about 10 minutes. One day after the presentation day, 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><b>Group's Moodle task after the presentation</b> (via Course's Moodle site (within Assessment tab)</p> <p>a) Submission of PowerPoint slides, and  b) 300 – 400 words <b>Reflection on Group Work</b> document</p>



		<b>Due: 11.59pm, July 1</b> (Penalty applies for late submission)
Week 6: 4 July - 8 July	Seminar	<p><b>Week 6 (July 7) ADAPTATION # 2: Adaptation planning of local communities and the State: how &amp; why to overcome bureaucratic control and tokenism?</b></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>
	Presentation	<p><b>Group 4 presentation: Australia Climate change adaptation planning in Australia: Issues and opportunity at the local government level</b></p> <p>In the last half an hour of the seminar in each week, there will be a group presentation and discussion. By this time, group members work together in the development Presentation Slides on the topic above. They share the presentation in class. The presentation first includes a brief introduction of the team members, followed by all members sharing their components of the presentation in class. The duration of the presentation will be about 20 minutes, followed by a Q&amp;A discussion of about 10 minutes. One day after the presentation day, 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><b>Group's Moodle task after the presentation</b> (via Course's Moodle site (within Assessment tab)</p> <p>a) Submission of PowerPoint slides, and  b) 300 – 400 words <b>Reflection on Group Work</b> document</p> <p><b>Due: 11.59pm, July 8</b> (Penalty applies for late submission)</p>
Week 7: 11 July - 15 July	Seminar	<p><b>Week 7 (July 14) - 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>
	Presentation	<p><b>Group 5 presentation: China Climate change adaptation in China: Key issues and lessons at a local government</b> [choose one LG ...]</p> <p>In the last half an hour of the seminar in each week, there will be a group presentation and discussion. By this time, group members work together in the development Presentation Slides on the topic above. They share the presentation in class. The presentation first includes a brief introduction of the team members, followed by all members sharing their components of the presentation in class. The duration of the presentation will be about 20 minutes, followed by a Q&amp;A discussion of about 10 minutes. One day after the presentation day, one of the group members will upload the presentation PowerPoint</p>

		<p>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><b>Group's Moodle task after the presentation</b> (via Course's Moodle site (within Assessment tab)</p> <p>a) Submission of PowerPoint slides, and  b) 300 – 400 words <b>Reflection on Group Work</b> document</p> <p><b>Due: 11.59pm, July 15</b> (Penalty applies for late submission)</p>
Week 8: 18 July - 22 July	Seminar	<p><b>Week 8 (July 21) 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 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>
	Presentation	<p><b>Group 6 presentation: Nepal Local Adaptation Plan of Action (LAPA) in Nepal: Limits and achievements of State</b></p>

		<p><b>institutions</b></p> <p>In the last half an hour of the seminar in each week, there will be a group presentation and discussion. By this time, group members work together in the development Presentation Slides on the topic above. They share the presentation in class. The presentation first includes a brief introduction of the team members, followed by all members sharing their components of the presentation in class. The duration of the presentation will be about 20 minutes, followed by a Q&amp;A discussion of about 10 minutes. One day after the presentation day, 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><b>Group's Moodle task after the presentation</b> (via Course's Moodle site (within Assessment tab)</p> <p>a) Submission of PowerPoint slides, and  b) 300 – 400 words <b>Reflection on Group Work</b> document</p> <p><b>Due: 11.59pm, July 22</b> (Penalty applies for late submission)</p>
<p>Week 9: 25 July - 29 July</p>	<p>Seminar</p>	<p><b>Week 9 (July 28). ADAPTATION # 5: Adaptation in urban communities: the challenge of urban poverty in a changing climate</b></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</p>

	<p>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>Presentation</p>	<p><b>Group 7 presentation: India Slums development in a changing climate of India: context, issues and way forward</b></p> <p>In the last half an hour of the seminar in each week, there will be a group presentation and discussion. By this time, group members work together in the development Presentation Slides on the topic above. They share the presentation in class. The presentation first includes a brief introduction of the team members, followed by all members sharing their components of the presentation in class. The duration of the presentation will be about 20 minutes, followed by a Q&amp;A discussion of about 10 minutes. One day after the presentation day, 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><b>Group's Moodle task after the presentation</b> (via Course's Moodle site (within Assessment tab)</p> <p>a) Submission of PowerPoint slides, and  b) 300 – 400 words <b>Reflection on Group Work</b> document</p>

		<b>Due: 11.59pm, July 29</b> (Penalty applies for late submission)
Week 10: 1 August - 5 August	Seminar	<p><b>Week 10 (August 4): Wrapping up: Reframing climate change adaptation</b></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>
	Group Activity	<p>We will have allocated some time for critical self-reflection using the 3-2-1 exercise, combined with the completion of the end of term survey.</p> <p><b>The 3-2-1 Reflective Practice Session</b></p> <p>Students will work in their groups and individually reflect on the followings:</p> <p><b>3:</b> Three critical ideas/ theories learned from the course's seminar  <b>2:</b> Two issues they have enjoyed working in the group work  <b>1:</b> 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>



## 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 adaptive 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, II 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*

### **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: Local adaptation practices and community participation – how & why to understand and move beyond tokenistic participation?**

### 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: Adaptation planning of local communities and the State: how & why to overcome bureaucratic control and tokenism?**

### 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>
- Fussler, 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., Bhattarai, 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. & 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>

- 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.

### **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 Kerkhoff, L., Meharg, S., Múnera-Roldán, C., Bruley, E., Fedele, G., Wise, R., & Dunlop, M. (2021), Adapting transformation and transforming adaptation to climate change using a pathways approach, *Environmental Science & Policy*, 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-adaptation\\_handout.pdf](https://www.epa.gov/sites/default/files/2016-09/documents/community-based-adaptation_handout.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.

Crowley, T J. 2000. Causes of Climate Change Over the Past 1000 Years. *Science* 289 (5477): 270–277.

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



- Dessler, A. & Parson, E.A., 2009. *The science and politics of global climate change: A guide to the debate*: Cambridge University Press.
- Dobson, A. (1998). *Justice and the Environment: Conceptions of Environmental Sustainability and Theories of Distributive Justice*. Oxford: Oxford University Press.
- Ensor, J. & Berger, R., 2009. *Understanding climate change adaptation: lessons from community-based approaches*: Practical Action Pub.
- Ericksen, N. J., Berke, P. R., Crawford, J. L., and Dixon, J. E. (2004), *Plan-making for Sustainability: The New Zealand Experience*, Aldershot, Hants.
- Garnaut, R. (2008), *The Garnaut Climate Change Review: Final Report*, Cambridge University Press, Cambridge, New York and Melbourne.
- Geis, D. E. (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.
- Gregory, J. M., Huybrecht, P. and Raper, S. C. (2004), *Climatology: Threatened loss of the Greenland ice-sheet*, *Nature*, 428, p.616-
- Hennessy, K., Fitzharris, B., Bates, B.C., Harvey, N., Howden, M., Hughes, L., Salinger, J., Warrick, R., Becken, S., Chambers, L., Coleman, T., Dunn., M., Green, D., Henderson, R., Hobday. A., Hoegh-Guldberg, O., Kenny, G., King, D., Penny, G. and Woodruff, R. (2007): Chapter 11, *Australia and New Zealand*. In: *Climate Change 2007: Impacts, Adaptation and Vulnerability*. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change. Parry, M.L. , Canziani, O.F. , Palutikof, J.P. , van der Linden, P.J. and Hanson, C.E. (Eds), Cambridge University

Press, Cambridge, UK.

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

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

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

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

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

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

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

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

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

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

Pound, Barry, Sieglinde Snapp, Cynthia McDougall, and Ann Braun (2004). Managing Natural 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/stern\\_review\\_report.htm](http://www.hm-treasury.gov.uk/stern_review_report.htm) (Accessed on 2nd April 2009).

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

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

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

Some relevant journals include:

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

*Climatic Change, Nature Climate Change,*

*Climate policy, Environmental Science and Policy, Climate and Development*

*IDS Bulletin*

*Journal of Development Studies*

*Journal of International Development*

*Environment and Urbanization*

*Mitigation and Adaptation Strategies for Global Change*

*Regional Environmental Change*

*Urban Climate, American Journal of Climate Change*

*World Development, Climate and Development*

*Development and Change, British Journal of Environment and Climate Change*

*Geoforum*

*Asia Pacific Viewpoint*

*Local Environment*

*Society and Natural Resources*

*Geographical Research*

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

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

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## **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](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, 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 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.

### Correct referencing practices

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



## **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.)

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;
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<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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