

Lecturer and course convenor: Dr Donna Green

Please email me at: donna.green@unsw.edu.au

Required reading/ listening/viewing will be put online via moodle. I will post a slide deck of the week's lecture.

Handbook description

Why are Australians among the world's worst per capita greenhouse gas polluters? What has Australia done to reduce its contribution to global climate change compared to other nations, such as the US, UK and Germany? What are the major obstacles to be overcome before Australia can make deep cuts in greenhouse emissions, particularly from energy generation? Exploring these and other key issues, Peak Carbon will give students a greater insight into one of the most important policy challenges confronting Australia and the world today.

Course aims

This course aims to give students an understanding of the fundamentals of the relationship between energy policy and climate change at the domestic and international level.

This is carried out via case studies and interactive discussions to supplement lecture material in a multi-disciplinary, problem-solving approach.

Lecture structure

Weeks 2,3,4 5, 7 and 9 will start with an assessed, multiple choice quiz which will be based on the previous lecture, tutorial or readings/other set material. Then I will give an approximately 30 min presentation of the week's theme.

After a short break, we will divide into small group discussions, where each group will have an online media resource/article of relevance to that week. I will move between the groups, answering questions during this time. After about 30 mins, we will return to the whole class. Each small group has 3mins to present up to 3 slides on what they were asked to explore and this will lead into wider discussion. These presentations and discussions form part of your assessment.

Tutorials

During some of the tutorial times, there will be set online material to watch or read. This does NOT have to be carried out during tutorial time, but it does have to be done before the next lecture. It will likely have questions in the following test so worth taking time to look at!

How classes will be run

We aim that this will be an in-person class.

Assessments

Assessment task	Length	Weight	Due date
In class multiple choice quiz	~20mins	25%	In class
Presentations and participation in discussions	ongoing	16%	In class
Essay	2500 words + refs	40%	week 7 in class
Final in-class test	~1.5 hr	19%	week 10 in class

Assignment Submission

- Class participation mark and multiple choice quizzes will be discussed in the first intro class.
- Essay must be emailed (soft copy) **in .doc form** to Elona. A soft copy completed cover sheet must be signed off to confirm this is your own work. See separate sheet on this.

Assignment Extensions

A student may apply to the lecturer for an extension to the submission date of an assignment. Requests for extension must be made before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension.

COVID is making things hard for all. Please discuss any issues ASAP with me (send email) so we can try to make necessary accommodations.

Late Submission of Assignments

Please don't hand things in late! There is a standard BEES UNSW policy with regards to late submissions.

ATTENDANCE

To successfully complete this unit you are required to attend minimum 80% of classes. If this requirement is not met you will fail the unit. I will keep attendance records. This means you can afford 'not' to be at 2 weeks only without good reason (i.e. medical certificates etc.). COVID may make this difficult. Please get in touch with me if there are issues!

Learning and teaching outcomes from this course include:

Learning outcomes are the skills and capabilities we hope this course will help you to attain – what we have in mind while we're teaching. They include the ability to:

1. Outline the key drivers of the climate system, interactions between climate system components and the mechanisms involved in anthropogenic climate change.
2. Critically analyse relevant material from a range of scientific and public information sources.

3. Describe the scientific method, the peer review process and explain how these are embodied in Intergovernmental Panel on Climate Change best practices.
4. Evaluate examples of climate change mitigation strategies and describe how these affect climate change impacts.
5. Work effectively as part of a problem solving team in a digital environment.

Check with <https://student.unsw.edu.au/skills>

ACADEMIC HONESTY AND PLAGIARISM

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<https://student.unsw.edu.au/plagiarism>