

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 the dedicated teaching page:

<https://www.donnagreen.org/teaching/>

After each week, I will post a short slide deck for you to review.

All links to online media will be posted on this site which is password protected.

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 or readings/other set material.

Approximately 20 min presentation of the week's theme. This will be broken down into a short discussion of the 'problem', and then discussion of various 'solutions' to this problem.

Break

Small group discussions, where we will discuss set readings and your approaches to solutions and alternatives. I will move between the groups, answering questions, or helping suggest references. At the end of 50mins, the group needs to be prepared to present a short script and slides to the larger group after the break.

Break

Presentations from small groups. This will move into discussion in the larger group. These presentations and discussions during the smaller groups will have an assessable component.

Tutorials

During some of the tutorial times, I'm going to try to organise some in person catch ups. Because not everyone can get to in person catch ups (ie overseas/interstate) these are not assessed.

For the in person catch ups to work, you will need to nominate a location close to your home. Please don't give me your home addresses, I don't need that and it would be a breach of privacy. If I can organise a few central points that will work, I will suggest a nearby park to meet for the tutorial time. As long as the weather is good, I hope we could meet and do a short 'talking' walk outside together. I know it sounds odd, and it might not work, but I thought I'd try something different.

If any of you have experienced good new ideas during other classes to make this brave new teaching world work well, please let me know. I can't promise that I can get it working in time for this year's class, but I can try.

How classes will be run

Please make sure your cameras on and there is no other distracting online stuff going on during the teaching time. There is to be no audio or screen recording – so please not only be present, but be present. I will send a zoom link prior to the lecture so please be ready to go there each week just before class starts.

Assessments

Assessment task	Length	Weight	Due date
In class multiple choice quiz	~15mins	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 handed in soft copy in .doc form to Donna. A soft copy completed cover sheet must be signed off to confirm this is your own work.

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. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

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

Assignments submitted after the due or extended date will incur a 50% penalty of the maximum marks available for that assignment. That means that an essay handed in anytime after 11am on the due date but before 11am on the day after the due date cannot get more than 50% (as 50% will be deducted for lateness automatically). This means both the signed cover sheet AND soft copy essay in .doc form must be in by this time otherwise the essay will not get marked. Assignments received more than 2 calendar days after the due or extended date will not be allocated a mark unless prior explained reasons are provided.

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

Students seeking information on plagiarism should visit the following web site:

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