



Arts & Social
Sciences

School of Humanities and Languages

ARTS2242: The Politics of Climate Change Semester 1, 2014



Welcome!

Welcome to ARTS2242 The Politics of Climate Change, one of the key Level 2 courses in the UNSW Environmental Humanities Major.

Though climate change is typically understood as a scientific or environmental problem, that requires economic or technological solutions, it is perhaps better understood as a social, cultural and political phenomenon which is remaking the ways in which we understand our relationship with the Earth. How we understand climate, weather, nature and the environment are crucial for understanding contemporary global warming and our responses to it.

ARTS2242 begins from this proposition and examines the underlying politics of climate change. It is designed to equip students with a conceptual and methodological toolkit for interpreting and making sense of the social aspects of climate change and the often intense political arguments that surround it. The course explores the history of climate science and the more recent emergence of a global consensus on anthropogenic global warming. The course goes on to consider the persistence of climate change denialism and scepticism in the face of this consensus and the continuing controversy over the adequacy climate change science. The course also explores recent work on abrupt climate change, climate modelling and the politics of climate change adaptation and mitigation technologies.

The course draws on a multi-disciplinary framework for understanding the social, historical and political aspects of climate change, with insights from politics, sociology, and science and technical studies (STS). Students will be introduced to key areas of contemporary scholarly thinking in the environmental humanities – including political ecology, the sociology of scientific knowledge and contemporary political theory.

1. Course Staff and Contact Details

Course Convenor

Name	Dr. Matthew Kearnes	Room	317 Morven brown
Phone	x51010	Email	m.kearnes@unsw.edu.au
Consultation Time	Thursdays 3-4pm or by appointment		

2. Course Details

Units of Credit (UoC)	6
Course Aims	<p>There are five main learning objectives. These include:</p> <ol style="list-style-type: none"> 1. To deepen your understanding of the historical and political contexts that shape the current debates about climate change; 2. To equip you with a conceptual framework that enables you to critical examine the underlying social and cultural faultlines of climate change; 3. To enable you to apply this conceptual framework in the exploring and analysing aspects of climate change; 4. To help you develop your analytical abilities and team-working skills; 5. To provide a range of opportunities for presenting your work.

3. Course Structure

The course lectures run from weeks 1-12 and tutorials from weeks 2-13.

The lectures are timetabled in a two-hour slot:

1. Thursdays 10am-12noon – Matthews Theatre D

There are two tutorial slots:

1. Thursdays 1-2pm – Matthews 311
2. Thursdays 2-3pm - Goldstein G03

As outlined below, attendance at all lectures and tutorials is compulsory.

4. Teaching Strategies

This course requires students to engage with contemporary sociological and humanities analytical scholarship in exploring and analysing the politics of climate change. It will require reflective and self-critical learning together with a capacity to assemble and synthesise information from a range of sources and disciplinary backgrounds. The course also will require students to apply these insights in a real-world example and to complete a major piece of assessment that examines their capabilities to do this. These objectives will be achieved through lectures, in-depth tutorial discussions, independent research and the preparation of assessment tasks. In order for students to develop the forms of critical reflection necessary for this course, participation in tutorial discussion will be emphasised and is reflected in the assessment schedule.

The major piece of assessment will be a final report, (3,000 words) due in week 13. This assessment task will require students to demonstrate their capacity to conduct independent research and to synthesise a range of conceptual tools in analysing a real-world case study.

5. Course Assessment

Throughout ARTS2242 we will be using a variety of assessment methods, which are summarised below. More detail about each of the assessment tasks is provided in the following sections.

Task	Word Length	Due Date	Weighting
1. Short essay	750 words	4 April 2014 (week 5)	20%
2. Short essay	750 words	2 May 2014 (week 8)	20%
3. Short essay	750 words	23 May 2014 (week 11)	20%
4. Final essay	3000 words	6 June 2014 (week 13)	40%
			100%

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

6. Assessment Details

Short Essays

A series of short essays will be due throughout the course.

Each essay will require that you draw on material from both the lectures and tutorials. These short essays will include:

Short Essay 1 – Interpretive Analysis of Attitudes Towards Climate Change

This first essay task – due on **4 April 2014** (week 5) – is designed to examine your engagement with interpretive social science approaches to climate change.

There are two key elements to this task. First you will need to conduct a brief interview with a **fellow class member**. You can interview one person, or a number of people if you like. If possible it will be useful to record the interview on a voice recorder, MP3 player or mobile

phone. Your interview should focus on what climate change means for your interview subject – what are their views and perceptions regarding climate change, who do they trust to give reliable information about climate change, and is climate change something they can perceive and understand personally or something that remains abstract? You could structure your interview as a formal interview, with a question and answer format, or as a guided conversation. You will need to consider which interview format will work best to give you a rich conversation about climate change.

Secondly, you will need to listen to your interview recording and review any notes you took and begin to analyse the key themes that come through your subject's responses to your questions. In writing up the essay you will need to provide an analysis of the **social meanings of climate change** evident in your interview subject's responses to your questions and relate these to the broader themes of the course. Your essay should be reinforced by references to scholarly literature drawn from the tutorial readings and lecture material.

Though your report should contain evidence – including quotations from your interview – it should not simply be a transcription of the interview text. The object of the essay task is to demonstrate your capacities to interpret sociological data and research.

The full transcription of your interview should be included as an appendix to your paper.

The word length for this piece is 750 words and this task will represent 20% of the final grade for the course.

Short Essay 2 – Narrative Analysis of Climate Change Fiction

In this task you will be required to produce a narrative analysis of the representation of climate change in contemporary fiction (literature or film).

Throughout the course you will be introduced to a series of interpretive social science approaches to the study of the social meanings of climate change. Central to these methods is the synthetic analysis of narrative as a way of analysing social meanings.

For this task you will need to read one of the following novels or watch on the following films

Books:

The Year of the Flood (Atwood, 2009)

Oryx and Crake (Atwood, 2003)

The Road (McCarthy, 2006)

Solar (McEwan, 2010)

The Stone Gods (Winterton, 2008)

Films

The Road (Hillcoat, The Weinstein Company, 2009)

When the Levees Broke: A Requiem in Four Acts. (Lee, HBO, 2006)

The Day After Tomorrow (Emmerich, Twentieth Century-Fox Film Corporation, 2004)

An Inconvenient Truth (Gore, Paramount Pictures Corporation, 2006)

Chasing Ice (Orlowski, Submarine Deluxe, 2012)

Solaris

Specific guidance will be posted on the course website.

The word length for this piece is 750 words and this task will represent 20% of the final grade for the course. This task is due on **2 May 2014**.

Short Essay 3 – Discourse Analysis of Climate Change Policy

In this task you will be provided with a contemporary climate change policy document and your task will be to critically examine the discursive framing of the document. With reference to scholarly literatures drawn from both the tutorials and lectures your essay will focus on the underlying discourses evident in the document. You should critically assess where these discourses have come from and how they shape contemporary responses to climate change.

This task will be due on **23 May 2014**. The word length for this piece is 750 words and this task will represent 20% of the final grade for the course.

Final Report

The final report will be a 3000 paper due on **6 June 2014**. The details of this essay topic will be published on the course Moodle site.

The aim of this task is to develop your analytical abilities, helping you to apply the conceptual framework we will develop throughout the course to the analysis of an aspect of climate change.

To do well in this course you will be expected to show a good grasp of the issue and evidence of comprehensive reading and understanding of course material. You will be expected to contextualise your chosen issue both conceptually and historically and to provide a synthetic analysis that demonstrates that you have been able to apply these ideas to a real-world example.

It goes without saying that in order to do well in this task your report should be well presented and comply with conventions for referencing source material. Please see the library information on referencing: <http://www.lc.unsw.edu.au/onlib/ref.html>.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

Referencing

All Environmental Humanities courses based in the School of Humanities and Languages (including all core courses in the major/minor) require students to use the Harvard In-Text System for references in all assessment.

This is one of the simplest and most straightforward approaches to referencing, but you will need to familiarise yourself with the system. Full details are available on the University's website: <https://student.unsw.edu.au/harvard-referencing>

A useful way of handling referencing in all of your courses is the bibliographic software Endnote – which is available on the IT website.

7. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.

- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

8. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

9. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Block 1: Introduction to The Politics of Climate Change

1	Thursday 6 March	L1: Introduction and structure of the course No Tutorials
2	Thursday 13 March	L2: The discovery of climate change Tutorial Readings: 1. Hulme, M. 2009: <i>Why We Disagree About Climate Change</i> Chapter 2: The discovery of climate change Chapter 9: The way we govern 2. Urry, J. 2011: <i>Climate Change and Society</i> . London: Polity. Chapter 1: Society matters

Block 2: The Social Meanings of Climate Change

3	Thursday 20 March	L3: Interpretive approaches to climate change Tutorial Readings: 1. Hulme, M. 2009: <i>Why We Disagree About Climate Change</i> Chapter 5: The things we believe Chapter 6: The things we fear 2. Geertz, C. 1993: <i>The Interpretation of Cultures</i> . Hammersmith: Fontana Press Chapter 1: Thick description: toward an interpretive theory of culture*
4	Thursday 25 March	L4: The Social Meanings of Climate Change Tutorial Readings: 1. Hulme, M. 2009: <i>Why We Disagree About Climate Change</i> Chapter 7: The communication of risk 2. Clifford, J. 1988: <i>The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art</i> . Cambridge, M.A.: Harvard University Press.* Chapter 1: On ethnographic authority 3. Proctor, J. D. 1998: The meaning of global

		environmental change: retheorising culture in human dimensions research. <i>Global Environmental Change</i> 8(3): 227-48.
5	Thursday 3 April	L5: Public Narratives of Environmental Change Change
		<p>Tutorial Readings:</p> <ol style="list-style-type: none"> 1. Hulme, M. 2009: <i>Why We Disagree About Climate Change</i> Chapter 1: The social meanings of climate 2. Szerszynski, B. 2005: <i>Nature, Technology and the Sacred</i>. Oxford: Blackwell. Part 1: Modernity, Nature and the Sacred* 3. Rutherford, S. 2011: <i>Governing the Wild: Ecotours of Power</i>. University of Minnesota Press. Chapter 4: Science and storytelling: Al Gore and the Climate Debate

Block 3: The Politics of Climate Change

6	Thursday 10 April	L6: Conceptualising the politics of climate change
		<p>Tutorial Readings:</p> <ol style="list-style-type: none"> 1. Foster, J. B. 1999: Marx's theory of metabolic rift: classical foundations for environmental sociology. <i>American Journal of Sociology</i> 2: 366-405.* 2. Clark, N., and York, R. 2005: Carbon metabolism: global capitalism, climate change and the biospheric rift. <i>Theory and Society</i> 34: 391-428. 3. Foucault, M. 1990: <i>The History of Sexuality Vol. 1: The Will to Knowledge</i>. London: Penguin.* Chapter 1: The Incitement to discourse Chapter 2: Method
7	Thursday 17 April	L7: The social construction of climate science
		<p>Tutorial Readings:</p> <ol style="list-style-type: none"> 1. Hulme, M. 2009: <i>Why We Disagree About Climate Change</i> Chapter 3: The performance of science Chapter 4. The endowment of value 2. Boykoff, M. T., Frame, D., and Randalls, S. 2010: Discursive stability meets climate

		instability: A critical exploration of the concept of 'climate stabilization' in contemporary climate policy. <i>Global Environmental Change</i> 20: 53-64.
		MID SEMESTER BREAK
8	Thursday 1 May	L8: Financialisation, securitisation and post-politicisation of climate change
		Tutorial Readings: <ol style="list-style-type: none"> 1. Baldwin, A. 2013: Racialisation and the figure of the climate change migrant. <i>Environment & Planning A</i> forthcoming. 2. Cooper, M. 2010: Turbulent Worlds: Financial Markets and Environmental Crisis. <i>Theory, Culture & Society</i> 27(2-3): 167-90. 3. Swyngedouw, E. 2010: Apocalypse Forever? Post-political Populism and the Spectre of Climate Change. <i>Theory, Culture & Society</i> 27(2-3): 213-32.

Block 4: Social Change

9	Thursday 8 May	L9: Climate Modernities?
		Tutorial Readings: <ol style="list-style-type: none"> 1. Latour, B. 1993: <i>We Have Never Been Modern</i>. Harlow: Pearson Education. Part 1: Crisis Part 2: Constitution* 2. Chakrabarty, D. 2009: The Climate of History: Four Theses. <i>Critical Inquiry</i> 35: 197-222. 3. Mitchell, T. 2009: Carbon democracy. <i>Economy and Society</i> 38(3): 399-432.
10	Thursday 15 May	L10: A new climate for society
		Tutorial readings: <ol style="list-style-type: none"> 1. Clark, N. 2010: Volatile Worlds, Vulnerable Bodies: Confronting Abrupt Climate Change. <i>Theory, Culture & Society</i> 27(2-3): 31-53. 2. Hulme, M. 2010: Learning to live with

		recreated climates. <i>Nature and Culture</i> 5(2): 117-22. 3. Jasanoff, S. 2010: A new climate for society. <i>Theory, Culture & Society</i> 27(2-3): 233-53.
11	Thursday 22 May	L11:Socio-technical innovations
		Tutorial Readings: 1. Demeritt, D. 2006: Science studies, climate change and the prospects for constructivist critique. <i>Economy and Society</i> 35(3): 453-79. 2. Gibson-Graham, J. K., and Roelvink, G. 2009: An Economic Ethics for the Anthropocene. <i>Antipode</i> 41(S1): 320-46. 3. Yusoff, K., and Gabrys, J. 2011: Climate change and the imagination. <i>Wires: Climate Change</i> .
12	Thursday 29 May	L12: Democratising climate change?
		Tutorial Readings: 1. Hulme, M. 2009: <i>Why We Disagree About Climate Change</i> Chapter 10: Beyond climate change 2. Macnaghten, P., and Szerszynski, B. 2013: Living the global social experiment: An analysis of public discourse on solar radiation management and its implications for governance. <i>Global Environmental Change</i> in press: 3. Stirling, A. 2008: "Opening up" and "closing down": power, participation and pluralism in the social appraisal of technology. <i>Science, Technology & Human Values</i> , 33 2(262-294).
13	Thursday 5 June	T12: Revision tutorial

Note * denotes readings that are focused on methodological or theoretical issues.

10. Course Resources

The course text for ARTS2242 The Politics of Climate Change will be:

Why We Disagree About Climate Change by Mike Hulme (Cambridge University Press, 2009)

Additional tutorial readings will be uploaded to the course Moodle website.

11. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

13. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

14. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.