Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present. The Centre for Aboriginal Studies aspires to contribute to positive social change for Indigenous Australians through higher education and research.
Syllabus

This innovative approach to economics focuses on policy implementation for climate action and sustainable development. It moves beyond conventional approaches by reframing economics, accounting and policy within sustainability principles, parameters and processes, so that climate-friendly actions and sustainable behaviours are rewarded, rather than penalised. The focus is on implementation through the re-evaluation of economic activities, the restructuring of accounting narratives, and the used of monitoring and management regimes that support continuous sustainability learning. The unit provides new relevance for many existing methods currently marginalised in conventional policy processes. Students will learn ways of thinking and techniques that utilise new information system technologies. Socio-cultural and biophysical understandings from other sciences are integrated in a range of theoretical and practical perspectives on complex issues that have local and international relevance. The skills developed will enhance the employment prospects for students with organisations that are keen to move beyond business-as-usual to embrace the new world of sustainability-informed accounting, governance, management and policy.

Introduction

Welcome to Sustainability, Climate Change and Economics unit. This is a new unit offered in response to student demand and we hope you will find it a useful addition to your studies in sustainability or any other course that you are taking at the moment. You are not expected to have an economics background to be able to successfully complete this unit; however, you will be exposed to selected economic concepts including some new developments in this challenging field.

For those attending the internal classes, this unit is offered in an intensive mode over 5 days. If you are studying online, you can choose to do the unit intensively or take an extra week to listen to all lectures. All lectures will be made available online as soon as they are delivered for the internal mode. This is usually on the following day.

You will be exposed to lectures on different economic topics as they relate to sustainability and climate change by different presenters. Please refer to the Program Calendar for further information.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.
On successful completion of this unit students can:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Review contemporary economic approaches and methodologies to sustainability and climate change, including casual as well as responsive aspects</td>
<td>Graduate Attributes addressed</td>
</tr>
<tr>
<td>2</td>
<td>Analyse and synthesise sustainability-informed attributes of economic activities and how properties and meta data can be used to create taxa to organise data that are useful for decision-making, management accounting and monitoring for effective sustainability and climate change action</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Understand sustainability-informed economic approaches to climate change can be applied at local scales and integrated with global parameters and initiatives</td>
<td></td>
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<tr>
<td>4</td>
<td>Work individually and within groups to develop and refine techniques, methodologies and concepts to enhance the workability and acceptability of sustainability-informed approaches</td>
<td></td>
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<tr>
<td>5</td>
<td>Create innovative approaches that demonstrate research skills across a variety of disciplines and which contribute to international academic and business understanding</td>
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</tr>
<tr>
<td>6</td>
<td>Evaluate and communicate ideas orally, in writing and with technological applications to ensure the implementation and uptake of concepts and ideas is effective</td>
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Curtin’s Graduate Attributes

- Apply discipline knowledge
- Thinking skills (use analytical skills to solve problems)
- Information skills (confidence to investigate new ideas)
- Communication skills
- Technology skills
- Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)
- International perspective (value the perspectives of others)
- Cultural understanding (value the perspectives of others)
- Professional Skills (work independently and as a team) (plan own work)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

The Sustainability, Climate Change and Economics unit involves lectures and workshops. The lectures will allow students to interrogate contemporary sustainability and climate change problems and economic concepts, tools and possible responses to them. The main message from this unit is to find ways to resolve sustainability challenges with the help of new economic thinking. You will also be required to work independently on a case study of your choice as well as to familiarise yourself with relevant literature.

The Program Calendar outlines the list of topics and presenters. As some of the information is yet to be confirmed at the time of compiling this Unit Outline, there may be changes in the original schedule.

Learning Resources

Other resources


Siddiqui, Asif Iqbal, and Euston Quah. “Modelling transboundary air pollution in Southeast Asia: policy regime and the role of


Assessment
Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>35 percent</td>
<td>Week: 8 Day: 1 May 2017 Time: 5 pm (noon) WST</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Essay 2</td>
<td>35 percent</td>
<td>Week: 12 Day: 29 May 2017 Time: 5 pm WST</td>
<td>2,3,5</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>30 percent</td>
<td>Week: 5 Day: 31 March 2017 Time: 2 pm WST</td>
<td>4,5,6</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. Essay 1 (Assessment 2) – Develop a justification for an economic approach or decision tool(s) to be used for a policy intervention in a selected case study

   In 2000 words (excluding references), describe the reasons for the selection of a particular economic approach or decision tool(s) to be used to justify a policy intervention suitable for the case study you selected for your oral presentation (refer to Assessment 1 below). Address the following:

   - Describe the context of the case study
   - Explain the objective of the policy intervention
   - Explain the reasons for the selection of a particular approach or decision tool(s) to be used for justifying the suitability of the policy intervention
   - Describe how the selected approach or decision tool(s) is expected to work in your case study.

   Submission point - via TurnItIn.

   Assessment Criteria: The various components that will be assessed in the essay are: introduction (scope of the essay and outline of the argument); main body (quality of content, how the issues are addressed, organisation of the essay and how the points are linked together); conclusion (how the main points are drawn together); standard of presentation (structure of sentences, paragraphs, sections and spelling) and referencing (clear and appropriate referencing in the text
and organisation of the list of references).

The marking criteria that will be used for Essay 1 are below:

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th>scope of the essay and outline of the argument</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main body</strong></td>
<td>quality of content, how the issues are addressed, organisation of the essay and how the points are linked together</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>how the main points are drawn together.</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Standard of presentation</strong></td>
<td>structure of sentences, paragraphs, sections and spelling</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Referencing</strong></td>
<td>clear and appropriate referencing in the text and organisation of the list of references</td>
<td>10%</td>
</tr>
<tr>
<td>Any other comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
</tr>
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</table>

2. **Essay 2 (Assessment 3) – Develop the economic valuation for the policy intervention for the selected case study**

In Essay 1 (Assessment 2), you presented the justification for the selection of the economic approach or decision tool(s). In Essay 2, you are required to conduct the economic valuation.

In 2000 words (excluding references), develop the economic valuation for the policy intervention(s) suitable for your case study using the selected economic approach or decision tool(s). Address the following:

- Evaluate the status quo and the proposal with the chosen economic approach or tool(s)
- Translate the evaluation results into policy recommendations
- Comment on the feasibility of the policy recommendations

Submission point - via TurnItIn.

The marking criteria that will be used for Essay 2 are below:

<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
<th>scope of the essay and outline of the argument</th>
<th>10%</th>
</tr>
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<tbody>
<tr>
<td><strong>Main body</strong></td>
<td>quality of content, how the issues are addressed, organisation of the essay and how the points are linked together</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>how the main points are drawn together.</td>
<td>20%</td>
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</tbody>
</table>
3. **Oral presentation (Assessment 1) – introduce your case study**

Present a case study of an issue within a business, public sector or civil society settings that requires a policy intervention to improve sustainability performance or climate change response. Address the following:

- Justify the selection of the case study
- Explain the status quo and need for a policy intervention within a sustainability context, including environmental, social, economic and other considerations
- Describe the desired outcome from the policy intervention for this particular case study

A written paper is not required for the presentation; however students are encouraged to use methods and techniques that help the audience understand the case study. The presentation should be around 15 minutes long.

The various components that will be assessed in the presentation are:

- Structure: how the presentation follows the required structure, organisation of the presentation, highlighting the main points and bringing them together in the conclusion;
- Main argument: how the ideas are conveyed and depth of understanding; and
- Clarity: clarity and standard of the presenter, handling of data and literature sources, originality of ideas and handling of questions from the audience.

The marking criteria that will be used for the Oral presentation are below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard of presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Referencing</td>
<td>10%</td>
</tr>
<tr>
<td>Any other comments</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure</td>
<td>20%</td>
</tr>
<tr>
<td>Main argument</td>
<td>40%</td>
</tr>
<tr>
<td>Clarity</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Pass requirements
Students must achieve a Final Mark of 50 or greater to pass this unit.

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/findapolicy/

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g. a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (e.g. examinations, tests) or due date/time (e.g. assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments are not available in this unit.
Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each study period.

Referencing style

The referencing style for this unit is Chicago. More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course. Assessments under investigation will not be given a mark until the matter is concluded. This may result in the unit grade being withheld or a grade of Fail Incomplete (F-IN) until a decision has been made by the Student Disciplinary Panel. This may impact on enrolment in further units/study periods.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:

oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:

life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- Values and Signature Behaviours
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at:

students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to

http://eesj.curtin.edu.au/student_equity/index.cfm for more information

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at:

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

The unit is running for the first time in 2017.
Program calendar

Thursday, 23 March 2017
9 am to 10.15 am – Welcome, organisation of the unit and assessments
10.30 am to 11.45 am – Overview of Economics for Sustainability and Climate Change

11.45 am to 1 pm – lunch break

1.15 pm to 2.30 pm – Economics as a decision tool for policy development
2.45 pm to 4 pm – History and fundamental ideologies of economics science
4 pm to 5 pm – Group discussion and debrief

Friday, 24 March 2017
9 am to 10.15 am – Evaluation of environmental and social changes
10.30 am to 11.45 am – Surrogate market and contingent valuation techniques

11.45 am to 1 pm – lunch break

1.15 pm to 2.30 pm – Benefit-cost analysis and shadow prices
2.45 pm to 4 pm – Integrated environmental and social accounting
4 pm to 5 pm – Group discussion and debrief

Tuesday, 28 March 2017
9 am to 10.15 am – Economic agents, stakeholders and policy makers
10.30 am to 11.45 am – Investment decisions and sustainability

11.45 am to 1 pm

1.15 pm to 2.30 pm – Business case for sustainability
2.45 pm to 4 pm – Innovation and ethical economics
4 pm to 5 pm – Group discussion and debrief

Thursday, 30 March 2017
9 am to 10.15 am – Sustainable business – green growth, green jobs, social projects, environmental projects
10.30 am to 11.45 am – Economics of climate change and policy options (carbon, ETS)

11.45 am to 1 pm

1.15 pm to 2.30 pm – Sustainable Development and economics
2.45 pm to 4 pm – Conclusion
4 pm to 5 pm – Group discussion and debrief
Friday, 31 March 2017 – presentations
1.15 pm to 2.30 pm – Internal presentations
2.30 pm to 5 pm – presentations by online students