School of Humanities and Languages

ARTS1240, Environment and Society
Semester 1, 2016

Lectures: Tuesday 9-11am (Central Lecture Block 1)
Tutorials: Wednesday or Thursday (time and location by individual enrolment)

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1. Course Staff and Contact Details

Course Convenor
Name: Susie Pratt
Room: Morven Brown Building, Room 280
Phone: n/a
Email: s.pratt@unsw.edu.au
Consultation Time: Tuesday: 11:30-12:30

Other tutors’ names and contact details are available on the Moodle site for this course.

2. Course Details

Units of Credit: 6 (UoC)

Course Description

Environment and Society is a Level 1 course and is the gateway for the Environmental Humanities major – though it can also be taken as an elective. Its content is designed to lead you into Level 2 courses for Environmental Humanities.

This course is concerned with the complex and problematic relationship between society and the environment. On one level, the nature of this relationship seems clear: humans damage the environment. Everywhere we look anthropogenic (or ‘human caused’) environmental problems are increasing: From extinction, biodiversity loss and the seemingly never ending production of waste, through to climate change and deforestation.

This course introduces students to these and other environmental issues, but it does so through a focus on the social and cultural dimensions of these issues. If indeed these problems are all caused by people, then any full understanding of our contemporary environment is only possible if we also consider human societies and their unique understandings of and ways of interacting with their environments.

Through a range of case studies, the course introduces students to a diverse set of humanities and social sciences approaches to environmental issues. Together, these approaches make up the interdisciplinary field of Environmental Humanities. Drawing on philosophy, history, environmental justice theory and anthropology we will explore some of the diverse ways in which people in different cultures and at different times have understood and interacted with the ‘more than human’ world. In the second half of the course, other approaches – like those of political ecology, eco-criticism and science and technology studies (STS) – will provide us with new tools for thinking critically about how contemporary environments are shaped and influenced by competing interests.

Ultimately, the course introduces students to some of the underlying cultural, economic, and political systems that shape the ways in which diverse peoples understand, influence and live in the world.

Through this exploration of different approaches to the environment, one of the primary goals of this course is to encourage a deep questioning of any simple distinction between ‘society’ and ‘the environment’. It is abundantly clear that in a range of different ways, all human communities are bound up with – influenced by, dependent on and impacting upon – the ‘natural’ world. In this context, what does it mean to divide the world up into ‘society’ and ‘the environment’, and might the mode of thinking captured in this distinction itself be a central part of our current ecological crisis?

The ideas introduced in this course are developed in a sustained way throughout the rest of the Environmental Humanities major.
### Course Aims

- To provide students with a solid foundational understanding of key environmental issues and their social components and drivers.
- To familiarise students with the diverse approaches taken to studying human/environment interactions in the environmental humanities.
- To provide foundational skills in critical thinking and reading, research, writing and group work that can be developed throughout the remainder of the degree program.

### Student Learning Outcomes

**At the completion of this course students will be able to…**

1. Describe the range of environmental problems faced by contemporary society.
2. Analyse and explain dimensions of these problems which are local, national and global.
3. Analyse and explain the place of humans in ecosystems, with insights from several disciplines.
4. Discuss the interaction between environment and society
5. Critically analyse real-life environmental/social issues, cultural practices and the link between the two.
6. Identify and explore solutions to confront environmental challenges
7. Apply enhanced learning and communication skills, including skills in the critical analysis of academic and popular texts that interpret the link between social and environmental issues.
8. Explain the concept of environmental citizenship and chart a course towards it.

### Graduate Attributes

**At the completion of the major/minor students will have…**

1. An ability to solve the methodological and theoretical problems raised by approaching environmental concerns both within and across disciplines.
2. An understanding of the approaches to environmental problem solving taken by the fields of history, philosophy, political science, history and philosophy of science, sociology and ecology.
3. Experience in conducting research into an issue of environmental concern from at least one of the disciplinary approaches listed above.
4. Familiarity with the typical means of conducting research in both the humanities and sciences fields.
5. The ability to interpret and analyse the means of communication utilised by the various different disciplines, including technical documents, lay analyses, creative and journalistic media.
6. The ability to utilise a variety of research techniques in the analysis and resolution of environmental controversies.
7. The capacity to critically analyse and evaluate knowledge claims in scientific and humanities fields.
8. The capacity to effectively utilise electronic communication technologies.
9. The knowledge to contribute to analysis of environmental controversy.
10. The skills and knowledge required to interpret and evaluate issues in circumstances of conflicting viewpoints.
11. The skills to clearly articulate a case and coherently present it both via written and oral means.
12. Understanding of historical evolution of various knowledge claims regarding the environment.
### 3. Learning and Teaching Rationale

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>How these will be achieved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the range of environmental problems faced by contemporary society</td>
<td>Theoretical discussions in the lectures as well as the in-class tutorial discussions</td>
</tr>
<tr>
<td></td>
<td>Assignments: Essays, Environmental Futures Laboratory</td>
</tr>
<tr>
<td>Analyse and explain dimensions of these problems which are local, national and global</td>
<td>Theoretical discussions in the lectures as well as the in-class tutorial discussions; and analysis of set readings</td>
</tr>
<tr>
<td></td>
<td>Assignments: Essays, Environmental Futures Laboratory (and Tutorials discussion)</td>
</tr>
<tr>
<td>Analyse and explain the place of humans in ecosystems, with insights from several disciplines</td>
<td>Theoretical discussions in the lectures as well as the in-class tutorial discussions; and analysis of set readings</td>
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<tr>
<td></td>
<td>Assignments: Essays (and Tutorials discussion)</td>
</tr>
<tr>
<td>Discuss the interaction between environment and society</td>
<td>Theoretical discussions in the lectures as well as the in-class tutorial discussions; and analysis of set readings</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Critically analyse real-life environmental/social issues, cultural practices and the link between the two</td>
<td>Theoretical discussions in the lectures as well as the in-class tutorial discussions; and analysis of set readings</td>
</tr>
<tr>
<td></td>
<td>Assignments: Essays, Environmental Futures Laboratory (and Tutorials discussion)</td>
</tr>
<tr>
<td>Identify and explore solutions to confront environmental challenges</td>
<td>All teaching approaches</td>
</tr>
<tr>
<td></td>
<td>Assignment: Essays, Environmental Futures Laboratory</td>
</tr>
<tr>
<td>Apply enhanced learning and communication skills including skills in the critical analysis of academic and popular texts that interpret the link between social and environmental issues</td>
<td>Tutorial discussions and analysis of readings</td>
</tr>
<tr>
<td></td>
<td>Assignment: Essays, Environmental Futures Laboratory (and Tutorials discussion)</td>
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</tbody>
</table>
4. **Teaching Strategies**

This course asks students to engage with work that challenges foundational assumptions about contemporary environmental issues and the relationship between human societies and the environment more generally. The core objective of this course is to familiarise students with this material through lectures, in-depth tutorial discussions, independent research, and the preparation of assessment.

This course places a strong emphasis on the development of critical analysis, reading, and discussion skills. The tutorials play a key role in the achievement of these learning outcomes, requiring students to carefully read and analyse material from a range of sources.

In addition to tutorial participation, the assessment in the course is comprised of three key tasks. The first and second pieces of assessment are short essays. These essays are designed to push students’ understandings of relevant issues beyond a basic level. These essays will require students to conduct significant independent research that develops analytic concepts and themes that they have encountered in lectures and tutorials. In short, the essays will provide students with an opportunity to expand their knowledge beyond the material covered in the course and to critically evaluate key ideas and approaches.

The final piece of assessment – the Environmental Futures Laboratory – has two key goals. Firstly, students are required to work together in groups and so to enhance these skills (along with time management). Secondly, this exercise requires students to connect the theories and issues discussed in the course with practical interventions and outcomes (in the form of a creative project and a group presentation).

Taken together, these three major pieces of assessment will provide students with the necessary background and knowledge of contemporary environmental issues, while also encouraging critical reflection on this material and the ways in which it might be communicated to a wider audience or otherwise put to practical use in the service of diverse environmental goals.

5. **Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>1,500</td>
<td>35%</td>
<td>1,2,3,4,5,6,7,8</td>
<td>1-12</td>
<td>4pm, Friday 8 April (Week 5)</td>
</tr>
<tr>
<td>Essay 2</td>
<td>2,000</td>
<td>45%</td>
<td>1,2,3,4,5,6,7,8</td>
<td>1-12</td>
<td>4pm, Friday 20 May (Week 11)</td>
</tr>
<tr>
<td>Environmental Futures Laboratory</td>
<td>See below</td>
<td>20%</td>
<td>1,2,3,4,5,6,7</td>
<td>1-12</td>
<td>In tutorials, Weeks 12 &amp; 13</td>
</tr>
</tbody>
</table>

See the marking criteria for each assessment item at the end of this document.

*Please Note:* The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)
Essays (Items 1 and 2)

The two short essays in this course will each require students to explore the complexity of environmental issues and bring together some of the ideas/approaches that we have studied in the first section of the course.

Essay questions will be distributed in weeks 2 (essay 1) and 7 (essay 2), giving students roughly a month to work on each.

Please see the specific instructions below on how to submit essays.

Environmental Futures Laboratory (Item 3)

In groups, you will work together to make a **creative intervention** into an environmental issue. This could be a film, a piece of visual art, a play, a website, a photographic display, anything really.

The goal is to say something interesting, provocative, perhaps eye catching, about this issue and its possible futures – ideally in a way that might make a difference to how people understand and live with this issue.

You will also **present** this creative project, with broader framing material, in your week 12 or 13 tutorial class.

Further details will be provided in week 5.

**Note:** In general each team member will receive the same mark unless there is good reason to believe contributions have been unequal.

Referencing your work

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](https://student.unsw.edu.au/harvard-referencing)

Please ensure that you reference all material used for research to avoid plagiarism (see section 7 below for more details).

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://student.unsw.edu.au/grades](https://student.unsw.edu.au/grades)
Submission of Assessment Tasks

ESSAYS

Essays must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

There are two “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>4pm, Friday 8 April (Week 5)</td>
</tr>
<tr>
<td>Essay 2</td>
<td>4pm, Friday 20 May (Week 11)</td>
</tr>
</tbody>
</table>

Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available online with feedback within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@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 its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle
ENVIRONMENTAL FUTURES LABORATORY
The assessment of this work will be based on the presentation you make in the tutorial in week 12 or 13. If you would like to submit the full creative work to your tutor for them to look at (if you aren’t able to fully show/explain it during the presentation) then you must do this by 4pm on Monday 30 May (week 13). You should make arrangements to do this before this time (depending on whether you will email it or drop it off, etc).

Late Submission of Assignments
The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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.

6. Extension of Time for Submission of Assessment Tasks
The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.
7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**
8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. 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: https://student.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
10. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

Please ensure that you **do the readings before class** each week and that you bring them to the tutorials in a printed form or on an electronic device that will enable you to conveniently refer to them during discussions (i.e. **not on your phone**).

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Environment and Society</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>1 March</td>
<td>Course overview – key course concepts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecturer: Dr Susie Pratt</td>
</tr>
<tr>
<td></td>
<td><strong>Tutorial</strong> (NONE)</td>
<td></td>
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<tr>
<td></td>
<td>Required readings: NONE (no tutorial)</td>
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<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Environmental History</th>
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<tbody>
<tr>
<td>2</td>
<td>8 March</td>
<td>From the emergence of 'the environment' to the Anthropocene</td>
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<tr>
<td></td>
<td></td>
<td>Lecturer: Dr Paul Munro</td>
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<tr>
<td></td>
<td><strong>Tutorial</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required readings:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Griffiths, Tom (2010) “We have still not lived long enough” <em>Humanities Australia</em>, vol. 1, pp. 23-32</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The questions for Essay One will be made available this week.</td>
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<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Creative Arts and the Environment</th>
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<tbody>
<tr>
<td>3</td>
<td>15 March</td>
<td>Lecturer: Dr Susie Pratt</td>
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<tr>
<td></td>
<td><strong>Tutorial</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required readings:</td>
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</tbody>
</table>
| Week | Lecture | Environmental Philosophy and Ethics  
|      | 22 March | *Our place in and obligations to a more-than-human-world*  
|      |          | *Lecturer: Dr Thom van Dooren / Dr Paul Munro*  
| Tutorial | Required readings:  

**Mid-semester Break (25 March – 3 April)**

| Week | Lecture | Environmental Justice (Waste)  
|      | 5 April | *Lecturer: Dr Paul Munro*  
| Tutorial | Required readings:  

*In tutorials this week we will also form groups for the final assessment item: Environmental Futures Laboratory.*

| Week | Lecture | What is Place?  
|      | 12 April | *Lecturer: Dr Susie Pratt*  
| Tutorial | Required readings:  

CRICOS Provider Code 00098G
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Environmental Anthropology (Deforestation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>19 April</td>
<td><strong>Lecturer:</strong> Dr Paul Munro</td>
</tr>
<tr>
<td></td>
<td><strong>Tutorial</strong></td>
<td><strong>Required readings:</strong></td>
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<tr>
<td></td>
<td></td>
<td>The questions for Essay Two will be made available this week.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>What is Nature?</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>26 April</td>
<td><strong>Lecturer:</strong> Dr Susie Pratt</td>
</tr>
<tr>
<td></td>
<td><strong>Tutorial</strong></td>
<td><strong>Required readings:</strong></td>
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</tbody>
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<tr>
<th>Week</th>
<th>Lecture</th>
<th>Narrative (Biodiversity and Extinction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>3 May</td>
<td><strong>Lecturer:</strong> Dr Thom van Dooren / Dr Paul Munro</td>
</tr>
<tr>
<td></td>
<td><strong>Tutorial</strong></td>
<td><strong>Required readings:</strong></td>
</tr>
</tbody>
</table>
| Week 10 | Lecture 10 May | Ecocriticism: literature and the environment (Climate Change)  
Lecturer: Dr Jennifer Hamilton |
| --- | --- | --- |
| Tutorial | Required readings:  

| Week 11 | Lecture 17 May | Science and Technology Studies (Biotechnologies)  
Lecturer: Dr Matthew Kearnes / Dr Paul Munro |
| --- | --- | --- |
| Tutorial | Required readings:  
*Please note:* This is a challenging, but important, reading. Please stick with it. |

| Week 12 | Lecture 24 May | Conclusions: Bringing together perspectives in the Environmental Humanities  
Lecturer: Dr Susie Pratt (and guests) |
| --- | --- | --- |
| Tutorial | No required readings  
*Tutorials this week will be taken up with group presentations for your Environmental Futures Laboratory assignments.* |

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<thead>
<tr>
<th>Week 13</th>
<th>Lecture</th>
<th>No Lecture</th>
</tr>
</thead>
</table>
| Tutorial | No required readings  
*Tutorials this week will be taken up with group presentations for your Environmental Futures Laboratory assignments.* |
11. Course Resources

Required Course Readings
All of the required readings (listed above) will be provided through the Moodle website for this course. Please ensure that you read them before class and bring a printed or accessible electronic copy with you (i.e. not on your phone) for detailed discussion in groups and as a class.

Subject Guides
A good place to start looking for relevant journals is the UNSW Library subject guide page – see, for example, the “Environment” | “Social Issues” page.
http://subjectguides.library.unsw.edu.au

Essay Readings
Suggested readings specific to the essay questions will also be provided on the assignment forms. You might also check the books set aside for this course in the Library’s High Use Collection (by searching for the course code in the Library catalogue).

A few other good journals (search for these in the library catalogue)
Environmental Humanities; Environment and Society; Conservation and Society; Environmental History; Environment and History; Environmental Philosophy; Environmental Ethics; Ethics and the Environment; Humanimalia; Political Ecology; Capitalism, Nature, Socialism; PAN: Philosophy, Activism, Nature; Australian Humanities Review (esp. the Ecological Humanities section).

A few good Databases (*available through the library catalogue)
Project Muse*; Philosophers Index*; Directory of Open Access Journals; Google Scholar

12. 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.

13. 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

14. 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://student.unsw.edu.au/complaints
15. 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://student.unsw.edu.au/special-consideration

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.
### Assessment Feedback Sheet 1 (Essays)

**Environment and Society (ARTS1240)**

<table>
<thead>
<tr>
<th></th>
<th>poor</th>
<th>ok</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
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<tbody>
<tr>
<td>Evidence of planning</td>
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<tr>
<td>Level of research</td>
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<tr>
<td>Understanding of theory and concepts</td>
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<tr>
<td>Quality of explanation and interpretation</td>
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<tr>
<td>Line of argument</td>
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<tr>
<td>Use of evidence and examples</td>
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<tr>
<td>Link between examples &amp; conceptual framework</td>
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<tr>
<td>Evidence of critical thinking</td>
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<tr>
<td>Overall clarity of presentation and expression</td>
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<tr>
<td>Structure and organisation of essay</td>
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<tr>
<td>Spelling and punctuation</td>
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<tr>
<td>Grammar, sentence and paragraph structure</td>
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<tr>
<td>Referencing: in text</td>
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<tr>
<td>Referencing: in bibliography</td>
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**Further comments:**

**Mark:** ___________  
**Marked by:** ____________________
Assessment Feedback Sheet 2 (Environmental Futures Laboratory)

Environment and Society (ARTS1240)

<table>
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<th>ok</th>
<th>good</th>
<th>very good</th>
<th>excellent</th>
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</thead>
<tbody>
<tr>
<td>Clearly expressed the issue</td>
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<tr>
<td>Discussion of solution/desired outcome</td>
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<td>Quality of interaction/actions encouraged</td>
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<td>Evidence of group work</td>
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<tr>
<td>Use of evidence and examples (in general)</td>
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<td>Clarity</td>
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<td>Creativity</td>
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<td>Potential to engage interested publics</td>
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<tr>
<td>Level of research</td>
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<tr>
<td>Engagement with theory and ideas from the course</td>
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</table>

Further comments:

Mark: ____________  Marked by: ___________________