School of Humanities and Languages

ARTS2240, Environment, Sustainability and Development
Semester 1, 2016

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Paul Munro</th>
<th>Room</th>
<th>Morven Brown, Room 351</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 8043</td>
<td>email</td>
<td><a href="mailto:paul.munro@unsw.edu.au">paul.munro@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Mondays: 10am to 12pm; or by appointment</td>
<td></td>
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</tbody>
</table>

**Tutors**

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Stephen Healy</th>
<th>Room</th>
<th>Morven Brown, Room 319</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 1597</td>
<td>email</td>
<td><a href="mailto:s.healy@unsw.edu">s.healy@unsw.edu</a></td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Over the past century, human society has experienced remarkable change as technological innovation, economic growth and population have produced rapidly changing social and environmental landscapes. Such development is often seen a synonym of progress; however, over the past few decades it has been increasingly recognised that such rapid change has produced an uneven social geography – marginalising significant populations – while also intensively degrading and polluting different environments. Emerging as a response to this conundrum has been the idea of sustainability – an effort to redirect economic growth to produced more socially just and environmentally benign outcomes. The path to sustainability, however, is not straightforward, as environmental, social and economic issues are ultimately situated in contested political realms. This course, <em>Environment, Sustainability and Development</em>, grapples with this conundrum, adopting a Political Ecology approach. We will study how human-environment interconnections, across different scales and in different contexts, come together to demonstrate how “politics is inevitably ecological and that ecology is inherently political” (Robbins 2012: 3). We will explore this realisation by focusing on the nuances of a number of key sustainability debates as well as through case study examples from around the world.</td>
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</table>

*Environment, Sustainability and Development* is a Level 2 course. It can be taken as a part of the Environmental Humanities major leading to more advanced Level 3 courses. It can also be studied as a part of Development Studies and Globalisation Studies majors as well as being a key subject for students enrolled in an International Studies degree.

<table>
<thead>
<tr>
<th>Course Aims</th>
<th>1. To critically appreciate how environmental issues are shaped both materially and discursively</th>
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<tbody>
<tr>
<td></td>
<td>2. To critically engage with key environmental debates.</td>
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<tr>
<td></td>
<td>3. To apply the above contextual knowledge and analytical skills to case studies on environmental dilemmas.</td>
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<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>1. Understanding and discussing advanced texts.</th>
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<tbody>
<tr>
<td></td>
<td>2. Identifying and engaging with key academic literature</td>
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<tr>
<td></td>
<td>3. Academic writing skills.</td>
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<tr>
<td></td>
<td>4. Critically engaging with and questioning existent academic works</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>1. The ability to engage in independent and reflective learning</th>
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<tbody>
<tr>
<td></td>
<td>2. Information Literacy - the skills to locate, evaluate and use relevant information</td>
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<tr>
<td></td>
<td>3. The capacity for enterprise, initiative and creativity</td>
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<tr>
<td></td>
<td>4. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context.</td>
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</tbody>
</table>
3. Learning and Teaching Rationale

The course is broken up into four main components. The first two weeks will introduce the course and the key analytical framework, Political Ecology, that will be used to critically examine environment and development dilemmas. The second component – Weeks 3 to 4: “What Nature and Whose Environment?” – will build upon this analytical framework by getting students to reflect on how perceptions (including their own) of the environment are created and shaped. These initial components ultimately provide a conceptual platform for the final two components of the course – Week 5 to 7: “Debating the Issues” and Weeks 9 to 11: “Dealing with the Elements” – where students will engage with key sustainability debates and key thematic issues within the field of environment and development studies.

4. Teaching Strategies

This subject will use a blended learning approach; with instruction occurring in the classroom (lecture and tutorials), aided with online engagement through assignments, discussions and activities. The online environment (through moodle) is a natural extension of traditional classroom learning. The tutorials will have a strong focus on group activities, providing an interactive environment for students to discuss ideas and issues with their peers.

In terms of the assessments, the “Environmental Campaign Pitch” assessment is designed to get students to critically reflect on different environmental values and why it is important to engage with them in a nuanced manner. The second assessment, “Literature Review Essay” will require students to engage in depth with some key literature with the course, developing a sophisticated analysis of some key sustainability debates. The “Final Essay” will test their ability to develop their own position toward an environmental dilemma.

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>Environmental Campaign Pitch</td>
<td>1,500</td>
<td>30%</td>
<td>3</td>
<td>1, 3, 4</td>
<td>April 7 @ 4pm</td>
</tr>
<tr>
<td>Literature Review Essay</td>
<td>1,500</td>
<td>30%</td>
<td>1, 2, 3, 4</td>
<td>2, 4</td>
<td>May 5 @ 4pm</td>
</tr>
<tr>
<td>Final Essay</td>
<td>2,000</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>June 10 @ 4pm</td>
</tr>
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</table>

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/

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
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

Submission of Assessment Tasks

Assignments 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 three assessment tasks that are required to be submitted electronically in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct assessment tab within the “Submission Portal” on Moodle.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Campaign Pitch</td>
<td>April 7 @ 4pm</td>
</tr>
<tr>
<td>Literature Review Essay</td>
<td>May 5 @ 4pm</td>
</tr>
<tr>
<td>Final Essay</td>
<td>June 10 @ 4pm</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 with feedback in soft copy 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

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 for 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.

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

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

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/](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](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)

10. Course Schedule

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>No Tutorials this week</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2 (Mar 7): Political Ecology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 3-4: What nature and whose Environment?</th>
<th>Week 3 (Mar 14): Environmental Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td></td>
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<td></td>
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</tbody>
</table>
In Weeks 3 and 4 we will enter the awkward terrain of environmental values, developing an understanding of how environmental attitudes form, and how they might differ across different groups, geographies and epochs. We will then explore the implications of such values for understanding and address environment and development issues around the world.


**Week 4 (Mar 21): Contested Environmentalisms**

**Readings:**


**Mid –Semester Break (25th March to 3rd of April)**

**Week 5 to 7: Debating the issues**

In Weeks 5 to 7, we will be looking at some key issues within environment and development dilemmas, and how they debated – academically and within the broader public. We will be drawing a Political Ecology framework to unpack these debates to form a more nuanced understanding of sustainability beyond simplistic technological or economic frameworks.

**Week 5 (Apr 4): Commodity Chains in a Globalising World**

**Readings:**


**Week 6 (Apr 11: The Population Debate**

**Readings:**


**Ecologies: Environment, Development, social movements**, New York: Routledge, pp. 44-57


### Week 7 (Apr 18): Armed Conflict and the Environment

**Readings:**


### Week 8 (Apr 25): Online Activity

No lecture or tutorials this week due to the public holiday; instead students will need to complete an online activity. More information will be provided about this closer to the date.

### Weeks 9 to 11: Dealing with the elements

In weeks 9 to 11 we will be looking at the thematic areas of Water, Energy and Land, how these are integrated in our daily lives and their contested status across different geographies and scales. For each of the thematic areas we will be delving into specific case studies, using a Political Ecology framework to help us to extract meaning from different environmental and developmental contestations over resources.

### Week 9 (May 2) Water

**Readings to be added**

### Week 10 (May 9) Energy

**Readings to be added**

### Week 11 (May 16) Land

**Readings to be added**

### Week 12 – Conclusion

In the final week of the course we will go on a roller-coaster ride of revision, stringing

### Week 12 Conclusion

**Reading to be added**
together the different debates, threads and themes that have emerged during the course. We will reflect on what we have learnt, and how we might view sustainability dilemmas differently.

### 11. Course Resources

#### Textbook Details

There is no textbook for this course

#### Journals

- Annual Review of Environment and Resources
- Antipode
- Ambio
- Area
- Capitalism, Nature, Socialism
- Conservation Biology
- Ecology and Society
- Economic Geography
- Environmental Conservation
- Environment, Development and Sustainability
- Environment and History
- Environment and Planning D: Society and Space
- Environmental History
- Environmental Humanities
- Environmental Policy and Governance
- Environmental Values
- Geoforum
- Geographical Research
- Global Environmental Change
- Global Environmental Politics
- Journal of Development Studies
- Journal of Political Ecology
- Land Degradation and Development
- Land Use Policy
- Population Space and Place
- Progress in Development Studies
- Singapore Journal of Tropical Geography
- Society and Natural Resources
- Sustainability Science
- Third World Quarterly
- Transactions of the Institute of British Geographers
- World Development

### 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 https://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.