



School of Humanities and Languages

**ARTS2243, Waste and Society
Semester 1, 2014**

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

1. Course Staff and Contact Details			
Course Convenor			
Name	Stephen Healy	Room	MB319
Phone	9385 1597	Email	s.healy@unsw.edu.au
Consultation Time			
Lecturer			
Name	As above	Room	
Phone		Email	
Consultation Time			
Tutors			
Name	As above	Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	Waste and Society
Course Aims	1. Explain the historical, social and cultural context for the production of wastes.
	2. Analyze the relationship between technology and society that allows waste streams to be generated.
	3. Apply selected disciplinary approaches to the understanding of waste and society; and make a trans-disciplinary synthesis; 'a way of looking' at wastes.
	4. Apply upper level skills of critical analysis, problem solving and interpretation, inflected through imaginative and creative approaches.
	5. Conduct independent research, individually and in groups, with demonstrated ability to assemble, synthesise and communicate findings and interpretations.
Student Learning Outcomes	1. 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
	2. The ability to utilise a variety of research techniques in the analysis and resolution of environmental controversies.
	3. Familiarity with the typical means of conducting research in both the humanities and sciences fields.
	4. Experience in conducting research into an issue of environmental concern from at least one of the disciplinary approaches listed above.
	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 skills to clearly articulate a case and coherently present it both via written and oral means.
	7. The capacity to critically analyse and evaluate knowledge claims in scientific and humanities fields.
	8. The knowledge to contribute to analysis of environmental controversy.

	9.	An ability to solve the methodological and theoretical problems raised by approaching environmental concerns both within and across disciplines.
	10	Skills and experience in devising work schedules and ability to meet tight deadlines.
	11	A high degree of competency to work collaboratively.
	12	The skills and knowledge required to interpret and evaluate issues in circumstances of conflicting viewpoints.
Graduate Attributes	1.	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.
	2.	The ability to utilise a variety of research techniques in the analysis and resolution of environmental controversies.
	3.	Familiarity with the typical means of conducting research in both the humanities and sciences fields.
	4.	Experience in conducting research into an issue of environmental concern from at least one of the disciplinary approaches listed above.
	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 skills to clearly articulate a case and coherently present it both via written and oral means.
	7.	The capacity to effectively utilise electronic communication technologies.
	8.	The capacity to critically analyse and evaluate knowledge claims in scientific and humanities fields.
	9.	The knowledge to contribute to analysis of environmental controversy.
	10	Understanding of historical evolution of various knowledge claims regarding the environment.
	11	An ability to solve the methodological and theoretical problems raised by approaching environmental concerns both within and across disciplines.
	12	Skills and experience in devising work schedules and ability to meet tight deadlines.
	13	A high degree of competency to work collaboratively.
	14	The skills and knowledge required to interpret and evaluate issues in circumstances of conflicting viewpoints.

3. Learning and Teaching Rationale

If it is left 'taken for granted', waste seems like a normal part of human society. But if its impacts, both social and environmental, are confronted head on, waste is both mystifying and appalling. This course is designed to confront students with the impacts of waste. This provides a step towards an imaginative search for solutions, and imagination will play a large part in the course assignments.

Assessment will take a variety of forms, including both conventional formats like an essay and a report, and a more creative 'visioning exercise' in which students will be asked to work in groups to combine disciplinary perspectives, personal reflections and their own imagination to contribute to the building of a picture of a society much more in control of waste. This exercise can be approached in a variety of different ways. Through this assessment item we hope to move beyond the here and now of practical waste issues, to a re-formulation of human values underpinning a different future.

There is a major challenge for students in this course: you will need to keep thinking through the *themes* that arise in all elements of the course, and keep asking yourselves 'what does all this mean?' In other words, we are challenging you to take a reflective and interpretative approach to this course.

4. Teaching Strategies

This will be a blended and open learning environment with students exposed to a variety of teaching methods and conceptual approaches. Students are encouraged to discuss the many issues raised in a respectful and trusting environment: where everyone is listened to and their opinion acknowledged.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay	2000 words	35%	1-10/12	1-12/14	Week 6
Presentation	20 mins	20%	1-12	1-14	Weeks 11 & 12
Final Essay	2000 words	45%	1-10/12	1-12/14	Friday Week 13

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.

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.

6. 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.

7. 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>

Academic Week:	Topic	Tutorial Content	Readings
1	What is waste? Introduction and course overview.	No tutorials in week 1	
2	A brief history of mass wastes.		Required tutorial readings: Wilson, D.C. (2007) "Development Drivers for waste

		<p>management," <i>Waste Management & Research</i>, 25: 198-207.</p> <p>Strasser, S. (2005) "Waste and Want: The other side of Consumption," with comments by Gunther Barth and Wolfgang Erz, German Historical Institute Washington DC Annual Lecture Series No. 5, Berg Publishers.</p> <p>See: http://www.grida.no/graphicslib/detail/a-history-of-waste-management_118d# http://www.productpolicy.org/content/history-waste</p>
<p>3</p>	<p>Household waste: The constitution of self and environment.</p>	<p>Required tutorial readings:</p> <p>Gregson, N., et. al. "Identity, mobility, and the throwaway society" <i>Environment and Planning D: Society and Space</i> 2007, vol. 25,</p>

			<p>pages 682-700.</p> <p>Moore, S.A. "The Excess of Modernity: Garbage Politics In Oaxaca, Mexico," <i>The Professional Geographer</i>, 2009, vol. 61.4, pages 426-437.</p>
4	<p>Chemical Waste: Hexachlorobenzene And International Conventions</p>		<p>Required tutorial readings:</p> <p>Brown, P.F., "Toxic Waste in our Midst; towards an interdisciplinary analysis" in <i>Toxic Risk and Governance, special issue Journal of Environmental Management</i>, 2009, vol. 90, pages 1559-1566.</p> <p>Rae, I. and Brown, P.F., "Managing the intractable: communicative structures for management of HCB and other scheduled wastes" in <i>Toxic Risk and Governance, special issue</i></p>

		<p><i>Journal of Environmental Management</i>, 2009, vol. 90, pages 1583-1592.</p> <p>James, P, "Taking us for village idiots: Two stories of ethnicity, class and toxic waste from Sydney, Australia", in Washington ,S., Goodall, H. and Roser, P. (eds) <i>Echoes from the Poisoned Well: global memoirs of environmental injustice</i>, Lanham, Lexington Books, 2006, pages 271-284.</p>
5	Urban Water	<p>Required tutorial readings:</p> <p>Hawkins, G. "Shit in Public" <i>Australian Humanities Review</i>, 2004, vol. 31-32</p> <p>Schmidt, C.W. (2008) "The Yuck Factor. When Disgust Meets Discovery" <i>Environ Health Perspect</i>, 116(12): A524–A527 (available</p>

		<p>online at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2599783/)</p> <p>Geels, F. (2005) "Co-evolution of Technology and Society: The Transition in Water Supply and Personal Hygiene in the Netherlands 1850-°©-1930) - a Case Study in Multi-Level Perspective", <i>Technology in Society</i>, 27: 363-397.</p>
6	E-waste: The lifespans of circulating toxics.	<p>Required tutorial readings:</p> <p>Iles, A. "Mapping Environmental Justice in Technology Flows: Computer Waste Impacts in Asia." <i>Global Environmental Politics</i>, vol. 4:4, 2004</p> <p>Gabrys, J. "Media in The Dump" in <i>Digital Rubbish: A Natural History of Electronics</i>, University of Michigan Press, Ann Arbor, 2011, pages 128-147. Available online at:</p>

			http://hdl.handle.net/2027/spo.9380304.0001.001
7	Nuclear waste And the 'deep future'.		<p>Required tutorial readings:</p> <p>Masco, J., "Radioactive Nation-building in northern New Mexico: a nuclear Maquiladora?", in <i>The Nuclear Borderlands: the Manhattan Project In Post-Cold War New Mexico</i>, Princeton, Princeton University Press, 2006, Chapter 4, pages 160-214.</p> <p>Falk, J., Green, J, and Mudd, G, "Australia, Uranium And Nuclear Power", <i>International Journal of Environmental Studies</i>, 2006, vol. 63, No. 6, pages 845-858.</p> <p>Recommended biology reading: Rabbitt Roff, S. "Residual Radiation in Hiroshima and</p>

			Nagasaki, " <i>The Lancet</i> , 1996, vol. 348 (issue 9027).
8	University waste: UNSW and beyond.		<p>Required tutorial readings:</p> <p>N. Zhang, I.D. Williams, S. Kemp, N.F. Smith (2011) "Greening Academia: Developing Sustainable Waste Management at Higher Education Institutions," <i>Waste Management</i>, 31(7): 1606–1616.</p> <p>UNSW Recycling facilities and processes: see http://sustainability.unsw.edu.au/recycling/</p> <p>UNSW Waste Management guidelines, see: http://www.ohs.unsw.edu.au/ohs_waste/index.html</p> <p>Student survey materials (also provided via Moodle.)</p>
9	Waste Alternatives		<p><i>See:</i> http://www.theguardian.com/environment/2010/apr/15/carbon-emissions-waste</p>

			<p>http://www.quaker.org.uk/steady-state-economics-introduction</p> <p>http://discardstudies.wordpress.com/2013/07/09/waste-as-profit-alternative-economies/</p>
10	Waste Futures: From Domestication To Vulnerability?		<p>Required tutorial readings:</p> <p>Murray, R. <i>Zero Waste</i>, Greenpeace Environmental Trust, London, 2002, pages 18-30.</p> <p>Hird, M.J. (2013), "Waste, Landfills, and an Environmental Ethic of Vulnerability," <i>Ethics & the Environment</i>, 18(1): 105-124.</p>
11	Waste Futures 'Laboratory'		<ul style="list-style-type: none"> ▪ In the final two weeks of the course we will explore the future of waste across both short and long timescales. ▪ Working in groups, students will make a presentation for discussion and reflection by the class. This

			assignment is the finale for the course, and you should approach it as a chance to draw together ideas, themes, your research findings, and your own sense of inquiry. More details will be given in week 6.
12	Waste Futures 'Laboratory'		As Above
13	No Lecture	Discussion of Waste Futures	

8. Course Resources

Textbook Details: N/A

Journals: Guidance will be given in tutorials.

Additional Readings: Tutorial readings are provided each week.

Websites: The United Nations Environment Program sites on three conventions relevant to wastes:
the Basel Convention,
the Stockholm Convention and
the Rotterdam Convention;
<http://www.environment.gov.au/wastepolicy/publications/national-°©-waste-report.html>

9. 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.

10. 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>

11. 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>

12. 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.