ARTS2244, Rethinking Wildlife
Semester 2, 2016

A starling using a post box as a nest in the UK

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Thom van Dooren</th>
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<tbody>
<tr>
<td>Room</td>
<td>MB323</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 3768</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:t.van.dooren@unsw.edu.au">t.van.dooren@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>2:30-3:30 Wednesdays (or email for an appointment)</td>
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2. Course Details

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<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6UOC</th>
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<tr>
<td>Course Description</td>
<td>This course explores philosophical and political issues in wildlife conservation from a range of disciplinary perspectives. Key topics include: the future of 'urban wildlife'; the divide between native and introduced species; the role of gene banking and cloning in conserving and possibly resurrecting endangered species; and, the frequent conflicts between conservation priorities on the one hand and animal welfare or local people’s autonomy and subsistence on the other. Students are required to design their own ethnographic research projects, conducted in small groups, that explores human/wildlife relations in their cultural, ethical and/or political complexity (no prior ethnographic research experience is required).</td>
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<thead>
<tr>
<th>Learning Outcomes</th>
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<tr>
<td>1.</td>
<td>Explain the historical and philosophical development of biodiversity conservation, its underlying analytic frameworks, and its shifting priorities.</td>
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<tr>
<td>2.</td>
<td>Explain how cultural and political factors impact upon understandings of and interactions with wildlife (especially efforts to conserve endangered species).</td>
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<td>3.</td>
<td>Analyse the complex intersection between cultural and biological/ecological approaches to conservation issues.</td>
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<td>4.</td>
<td>Apply selected disciplinary approaches to the understanding of biodiversity and extinctions; and draw on a range of different disciplinary approaches and ethnographic methods to explore some of the multifaceted ways in which wildlife matters (to people and larger ecosystems).</td>
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<tr>
<td>5.</td>
<td>Apply upper level skills of, critical analysis, problem solving and interpretation in both written work and in-class discussions.</td>
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<tr>
<td>6.</td>
<td>Conduct independent research, including ethnographic field research, with demonstrated ability to assemble, synthesise and communicate findings and interpretations.</td>
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3. Course Schedule

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

There are two key components to this course:

1. Lectures (weeks 1-12): There are ten standard lectures in this course (weeks 1-10). These lectures will explore philosophical and political issues in conservation through both theory and concrete case studies from Australia and around the world. In the lectures we will also explore key ethnographic methods, approaches to designing your own research, ethics approval, conducting interviews and bringing ethnographic work into dialogue with theoretic insights. In addition, in weeks 11 and 12 students will make group presentations to the class in the normal lecture timeslot.

2. Tutorials (weeks 2-12): Nine one hour tutorials are also a core component of this course (weeks 2-10). This time will be spent both discussing the set readings for each week (students are asked to complete the required reading in advance of the tutorial and come ready to discuss), and workshopping research methods, plans and experiences. In week 11 we will have a field work debrief and in week 12 I will hold extended office hours in the usual tutorial slots to work with students one-on-one as they prepare their final research reports.

Please note that the lecture and tutorial in week 4 are strictly compulsory. Students who do not attend them will not meet the preparation requirements to conduct fieldwork and will be required to do additional reading, sit a quiz and meet with me in person to discuss this material.

A few additional important notes:

1.) Please make sure that you do the readings before class each week (ideally before the lecture).

2.) When doing the readings please make special note of any sections that you found particularly interesting, controversial or challenging so we can discuss these in tutorials.

3.) These readings have been carefully selected and are the backbone of the course. Students who do not complete them each week will miss out on core ideas and will find it difficult to achieve a high grade in the course.

4.) In some of the early weeks there are heavier reading loads in this course, but this is made up for by the fact that there are no set readings after week 10.

<table>
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<th>Week 1</th>
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<td>27 July</td>
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Rethinking wildlife: Introductions
Course overview; key concepts and approaches

Required readings: NONE (no tutorial)
Week 2  
3 August

Entangled: people and wildlife  
What is wildlife? How are various human communities bound up with wildlife (as threats, commodities, sources of subsistence, conservation, etc).

Required readings:

Methods Readings (also required)  
4. Brief Fieldwork Description for ARTS2244 (5 pages)

Readings of interest (not required):
- Tonnesen, Morten (2010) “Is a wolf wild as long as it does not know that it is being thoroughly managed” Humanimalia, vol. 2.1  
- Whatmore, Sarah and Lorraine Thorne (1998) "Wild(er)ness: reconfiguring the geographies of wildlife” Transactions of the Institute of British Geographers, vol. 23.4  

OUT OF CLASS ACTIVITY

Before next class (10 August) you should conduct two practice interviews with people on campus. Details will be given in class in week 2. We will discuss your experiences/results in class in week 3.
Week 3
10 August

Ethical duties to wildlife?
Ethical thought about animals in general (utilitarianism, rights) – animal welfare and environmentalism (conflicting positions?) – the ethical significance of being a wild animal.

Required readings:
1. Cornwall, Warren (2014) “There will be blood” Conservation Magazine, Fall (5 pages)

Readings of interest (not required):

OUT OF CLASS ACTIVITY

Before next class (17 August) you will need to read over the ethics documents listed as required reading for week 4 and fill out the HREA Application form. More details will be given in class in week 3. This application will be part of the 1st assessment item and must be completed before you can begin your fieldwork.
### Week 4
#### 17 August

**The cognitive and emotional worlds of animals**

The history of thought about ‘animal minds’ – cognitive ethology and contemporary understandings of the mental and emotional lives of animals – bringing ethology into conversation with ethnographic fieldwork and philosophy.

**IMPORTANT:** Students **MUST** attend the lecture and tutorial this week or they will not meet UNSW’s requirements for field research preparation. If you miss either the lecture or the tutorial you will be required to do some additional reading, sit a quiz, and meet with me to discuss the relevant content before you are able to conduct any field research.

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**Required Readings and Preparation**


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**Readings of interest (not required): Ethology**


**Bringing ethology and ethnography together**

Week 5
24 August

Native and Invasive: Which wildlife belongs?
*What does it mean to be ‘invasive’? – who counts as native and who is introduced? – killing invasive species for conservation, practicalities and ethics – ‘Rewilding’ environments.*

Required readings:

Readings of interest (not required):

OUT OF CLASS ACTIVITY

Before next class (31 August) your research group should meet – after having completed the set readings for week 6 – to come up with three questions to discuss in the lecture in relation to the mini lecture topic for week 6 and specifically the reading marked with an asterisk (*). You won’t need to make a formal presentation, someone from your group will just need to ask your questions when called on.
Week 6
31 August

Conserving wildlife: the politics of biodiversity
What is biodiversity? – How and when did we begin to think about the environment in this way? – Which biodiversity gets conserved and with what consequences for whom?

Mini lecture (a text and its methods): with Eben Kirksey
(focused on * reading below)

Required readings:

Readings of interest (not required):
• Toussaint, Yann (2005) "Debating biodiversity: Threatened species conservation and scientific values", The Australian Journal of Anthropology, 16.3, pp. 382-393
• Haila, Y. (1999) "Biodiversity and the divide between culture and nature" Biodiversity and Conservation, vol. 8.1

OUT OF CLASS ACTIVITY

Before next class (7 Sept.) your research group should meet – after having completed the set readings for week 7 – to come up with three questions to discuss in the lecture in relation to the mini lecture topic for week 7 and specifically the reading marked with an asterisk (*). You won’t need to make a formal presentation, someone from your group will just need to ask your questions when called on.
### Week 7
7 September

**Extinction and endangered species**

*The current mass extinction event – does the extinction of species matter? Why (not)? – when should we attempt to conserve species (and how?) and when is the cost too high? Should we be trying to resurrect extinct species?*

**Mini lecture (a text and its methods):** Ethnographies of conservation in Hawai’i

*(focused on * reading below)*

**Required readings:**


**Readings of interest (not required):**

- Website of the IUCN *Red List of Threatened Species* (www.iucnredlist.org)
Week 8
14 September

Humananimals? Exploring human/animal borderlands

Required readings:

Readings of interest (not required):

OUT OF CLASS ACTIVITY 1

For the first half of week 9 (until class on 21 September), I’d like you each to conduct an informal urban animal survey. Basically, I’d like you to keep a list of all the animals you see, big or small. The point of this exercise is to tune in a little more to the diversity of life that we share urban spaces with – before we turn to this topic in a sustained way in week 8.

OUT OF CLASS ACTIVITY 2

Before next class (21 Sept.) your research group should meet – after having completed the set readings for week 9 – to come up with three questions to discuss in the lecture in relation to the mini lecture topic for week 9 and specifically the reading marked with an asterisk (*). You won’t need to make a formal presentation, someone from your group will just need to ask your questions when called on.
Week 9
21 September

Urban wildlife
Contemporary issues facing wildlife in urban places – making space for wildlife in the city, practicalities and ethics – animals as pests in the city.

Mini lecture (a text and its methods): with Deborah Bird Rose
(focused on * reading below)

Required readings:

NOTE: Research Plans will be returned in tutorials this week. We will then have a detailed discussion about them and any potential problems/changes that may have to be made.

Readings of interest (not required):

Mid Semester Break (24 Sept – 2 Oct)

OUT OF CLASS ACTIVITY
In the second half of the lecture slot in the first week back after the break (week 10) we will have small group discussions of your final research reports. Before then I would like you to each prepare – and bring to class with you in week 10 – a very short outline (200 words) of the basic structure of your final report (i.e. how many sections will you break it down into, what will they each focus on?) and 1-2 key questions that your final piece of writing will seek to answer/address. We will discuss this material in groups and as a class.
### Week 10
#### 5 October

**Cohabitation: Living with wildlife**

Visions of/tools for hopeful futures; summing up; general lessons and approaches.

**Required readings:**

**Readings of interest (not required):**

### Week 11
#### 12 October

**Student Research Presentations**

**NO READINGS**

*Tutorials this week will be run as field research debriefs with some time for discussion of your final reports/essays. In groups and as a class we will discuss your experiences, what you have learnt, and how you might produce the best possible account of your work for your final report/essay.*

### Week 12
#### 19 October

**Student Research Presentations**

**NO READINGS**

*No tutorials this week. Instead, I will have extended office hours for individual discussion of any questions relating to the finalisation of your research reports. Please email me to make a time or stop by in my regular office hour or your usual tutorial slot.*

### Week 13

**NO LECTURE**

**NO READINGS**

*No tutorials this week.*
4. Course Resources

For additional references on any of the topics covered in this course, the best place to start is the ‘readings of interest’ listed under each week in the course schedule.

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is: [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

5. Course Assessment

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<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
<th>Submitted in Moodle? (Yes/No)</th>
</tr>
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<tbody>
<tr>
<td><strong>Individual Research Plan</strong></td>
<td>1500 words (plus annotated bibliography)</td>
<td>30%</td>
<td>1,2,3,4,6</td>
<td>Week 5 4pm, Friday 26 August</td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Group Presentation</strong></td>
<td>15 minutes</td>
<td>15%</td>
<td>1,2,3,4,5,6</td>
<td>Week 11 or 12, (in the lecture slot)</td>
<td>No</td>
</tr>
<tr>
<td><strong>Final Research Report/Essay (individual)</strong></td>
<td>2,500 words</td>
<td>55%</td>
<td>1,2,3,4,5,6</td>
<td>Week 13 4pm, Friday 28 October</td>
<td>Yes</td>
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**Assessment 1 | Individual Research Plan**

Students will each submit and be individually assessed on their own research plan (and final report). Although field research will be conducted in groups, students will be individually responsible for the way in which they collect, analyse and frame this research.

Your research plan should include:
- A brief overview of your chosen topic/case study (300 words);
- The rationale for the research;
- The methods and approaches/theoretical frame that you plan to employ;
- An annotated bibliography (with at least eight references);
- A completed UNSW/HREA ethics application form.

In the weeks leading up to this submission we will discuss all of these topics in great detail and students will be provided with all of the guidance necessary to produce a polished research plan.

*These research plans will be returned in tutorials in week 7, where we will have a detailed discussion about how research projects might be improved.*

Students must submit this research plan in order to be approved by the University to conduct the field research that final reports will be based on. As such, failure to complete this research plan will lead to an automatic failure of the course.
**Assessment 2 | Group Presentations**

In lectures in weeks 11 and 12, groups will make a polished presentation to the rest of the class on their research project. Presentations should provide an overview of the focus/case study, key questions and the methods applied. Using a Powerpoint and/or other relevant presentation materials, you should aim to draw the rest of the class into your topic to convey what is interesting about it and what your research has found. These presentations will also provide students with an opportunity to gain valuable inspiration and feedback from their peers, prior to submission of a final written report. Further information on presentations will be provided in class.

**Assessment 3 | Final Research Report/Essay (individual)**

Individual reports will be structured around a specific research question that student’s will define for themselves. Reports will draw on the field research conducted as a group, as well as extensive individual reading and textual research.

These reports will be the culmination of a whole semester’s planning, research, reflection and discussion, and they should offer a high quality and original engagement with the topic.

Of particular importance is the ability to bring field research into conversation with the theoretical material and examples covered in the course readings and lectures. This is a two way movement: ideally, fieldwork should both enrich understandings of, and itself be enriched by, theoretical insights.

Further information on the structure and substance of these final research reports will be provided in class.

**Please Note:** The UNSW Policy on Class Attendance and Absence states the following:

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

It is the student’s responsibility to read the course outline before the course commences to ensure that they are familiar with any specific attendance requirements for that course.

If students attend less than 80% of their possible classes they may be refused final assessment.

Students must attend 80% of lectures (10 out of 12 lectures). Students must attend 80% of tutorials (8 out of the 10 formal weeks).

The UNSW Policy on Class Attendance and Absence can be viewed at: [https://student.unsw.edu.au/attendance](https://student.unsw.edu.au/attendance)

The Faculty of Arts and Social Sciences guidelines on attendance can be viewed 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/)
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 must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/).

You must use your zID login to submit your assignments in Moodle.

Refer to the section “Course Assessment” for details of assessment tasks that are to be submitted via Moodle.

** 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 Procedures. 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.

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

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a ‘day’ is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

  **Task with a non-percentage mark**
  
  If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  *Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student’s mark is therefore $17 - [25 (0.05 x 3)] = 13.25.$

  **Task with a percentage mark**

  If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

  *Example:* A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student’s mark is therefore $68 - 15 = 53.$

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in essential component of the course.

6. **Learning and Teaching Rationale and Strategies**

This course asks students to engage with complex theoretical work that challenges foundational assumptions about the world, human/wildlife interactions and the objectives of conservation and environmentalism more generally. The core objective of this course is to familiarise students with this difficult 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 disciplines, in small and large groups.
In addition, this course aims to provide students with basic training and familiarity with key ethnographic methods (interviewing and observation). These methods play a central role in much of the research on social, political and ethical issues that takes place within the environmental humanities.

All of the assessment in this course is oriented around students bringing these skills of critical analysis into conversation with ethnographic field research. Working in groups, students will conduct field research on a case study of their choice. As groups, students will deliver a polished presentation to the rest of the class on the key themes and outcomes of their research (15 minutes). The major assessment items, however, will be completed and assessed individually: a research plan and a final research report (details above). The final research report, due at the completion of the session (2,500 words), will require students to conduct significant independent research that brings key analytic concepts and themes (from lectures, tutorials and beyond) into their analysis of their chosen case study.

7. 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.

A student who wishes to seek extension for submission of assessment tasks that are not held within class contact hours for courses offered by the School of Humanities and Languages must apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- 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.
- 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. See section “Late Submission of Assignments” for penalties of late submission.

8. Attendance

The UNSW Policy on Class Attendance and Absence can be viewed at: https://student.unsw.edu.au/attendance

From time to time, the Course Authority may vary the attendance requirements of a course. It is the students’ responsibility to ensure that they are familiar with the specific attendance requirements stipulated in the course outline for each course in which they are enrolled.
8.1 Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Students who seek to be excused from attendance [or for absence] must apply to the Course Authority in writing. In such situations, the following rules relating to attendances and absences apply.

In the case of illness or of absence for some other unavoidable cause students may be excused for non-attendance at classes for a period of not more than one month (i.e., 33%) or, on the recommendation of the Dean of the appropriate faculty, for a longer period.

8.2 Absence from classes

A student who attends less than eighty per cent of the classes within a course may be refused final assessment.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the Course Authority in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate). After submitting appropriate supporting documentation to the Course Authority to explain his/her absence, a student may be required to undertake supplementary class(s) or task(s) as prescribed by the Course Authority. If examinations or other forms of assessment have been missed, then the student should apply for Special Consideration.

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

9. 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.

10. 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:

11. Course Evaluation and Development

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

12. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au

13. Grievances

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

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

14. Other Information

myUNSW

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

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/guide

**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: https://student.unsw.edu.au/disability

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.
ARTS2244 – Rethinking Wildlife
Field Research Timetable (Session 2, 2016)

<table>
<thead>
<tr>
<th>Focus</th>
<th>Week/Dates</th>
<th>Key Tasks</th>
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</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Week 2</td>
<td>Conduct practice interviews on campus (in pairs)</td>
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<tr>
<td>Research planning and design</td>
<td>Week 3</td>
<td>Get into groups, Choose case study (as a group), Do background research on case study</td>
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<td></td>
<td>Weeks 4-5</td>
<td>Define research focus (as a group), Define methods (as a group), Define approach/theoretical framework (as a group or individually)</td>
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<td><em>What are the issues? What will you focus on? How will you conduct the field research?</em></td>
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<tr>
<td>Assessment 1</td>
<td>Week 5</td>
<td>Submit individual research plan (with annotated bibliography)</td>
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<tr>
<td>Preparation</td>
<td>Week 6</td>
<td>Continue research, discussion, refining questions and focus</td>
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<tr>
<td>Research refinement and scheduling</td>
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<td>Complete detailed fieldwork plan, Line up interviews, Write up consent form</td>
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<tr>
<td>Feedback</td>
<td>Week 7</td>
<td>Research plans returned with comments/suggestions</td>
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<tr>
<td>Fieldwork</td>
<td>Weeks 7 - 9</td>
<td>Conduct fieldwork (Interviews, participant observation, survey, etc – as per research plan)</td>
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<td>(and study break)</td>
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<tr>
<td>Write up</td>
<td>Week 10-11</td>
<td>Start writing up final report</td>
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<tr>
<td>Assessment 2</td>
<td>Week 11-12</td>
<td>Group Presentations, Continue writing up individual report</td>
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<tr>
<td>Assessment 3</td>
<td>Week 13</td>
<td>Final report/essay due</td>
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STUDENT FEEDBACK SHEET

Rethinking Wildlife (ARTS2244)
Item 1: Research Plan

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<tr>
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<td>Understanding of and engagement with ethics approval process</td>
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<td>Structure and organisation of research plan</td>
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Further comments:

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## Rethinking Wildlife (ARTS2244)
### Item 2: Group Presentations

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<td>Critical analysis</td>
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<td>Ability to engage class in presentation</td>
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<td>Clarity and standard of expression</td>
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<td>Promotion of class discussion</td>
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<td>Ability to work in a group</td>
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Further comments:

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## STUDENT FEEDBACK SHEETS

**Rethinking Wildlife (ARTS2244)**  
**Item 3: Final Research Report/Essay**

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<td>Ability to bring field research (and perhaps other case studies) into conversation with conceptual material</td>
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<td>Evidence of critical thinking</td>
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