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1. Course Staff and Contact Details

Course Convenor
Name: Thom van Dooren  Room: MB323
Phone: 9385 3768  Email: t.van.dooren@unsw.edu.au
Consultation Time: Thursdays, 2-3pm (or by appointment)

2. Course Details

Units of Credit (UoC): 6UOC

This document provides the relevant introductory material for ARTS2244 Rethinking Wildlife. This is a Level Two course offered within the Environmental Humanities Undergraduate program. It can also be studied within the Philosophy Undergraduate Program. It is worth 6 units of Credit (UOC).

This course explores philosophical and political issues in wildlife conservation from a range of disciplinary perspectives. In particular, it draws on the theoretical insights of environmental philosophy, anthropology, science and technology studies (STS) and the emerging field of ‘animal studies’. The course will explore questions like: what is ‘wild’ about wildlife, and does it matter? What is ‘biodiversity’, and how does this way of thinking about the environment structure conservation priorities and possibilities? What is ‘extinction’, and should we be trying to prevent it?

These questions will be taken up through a range of key topics, case studies and approaches. In particular, this course will provide students with basic training and experience in the ethnographic methods that are foundational to field research in the environmental humanities, principally interviewing and site observation. Students will work in groups to design and conduct a research project based on a human/wildlife relationship or issue. The bulk of the assessment, however, focuses on individually authored research plans and final reports. In this written work students will draw their fieldwork into conversation with the diverse philosophical and theoretical material covered in lectures and tutorials, as well as their own independent textual research.

Key topics for both the discussions/readings in class and the field research beyond the university 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 autonomy and subsistence on the other.
Course Aims

1. To develop skills in **researching and writing** at the intersection of the humanities and the natural sciences (with particular reference to conservation/wildlife issues);
2. To develop an **in-depth understanding** of the philosophical and political issues that drive human interactions with wildlife;
3. To develop the **ethnographic skills** (in particular interviewing and observation) required to conduct independent field research on human/wildlife interactions;
4. To enhance skills of **critical inquiry, reflection and discussion** through a detailed engagement with set readings.

Student Learning Outcomes

At the completion of this course students will be able to:

1. Explain the historical and philosophical development of biodiversity conservation, its underlying analytic frameworks, and its shifting priorities.
2. Explain how cultural and political factors impact upon understandings of and interactions with wildlife (especially efforts to conserve endangered species).
3. Analyse the complex intersection between cultural and biological/ecological approaches to conservation issues.
4. 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).
5. Apply upper level skills of critical analysis, problem solving and interpretation in both written work and in-class discussions.
6. Conduct independent research, including ethnographic field research, with demonstrated ability to assemble, synthesise and communicate findings and interpretations.
3. **Learning and Teaching Rationale**

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 (15-20 minutes). The major assessment items, however, will be completed and assessed individually: a research plan and a final research report (details below). 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.

4. **Teaching Strategies**

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Achieved through…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Theoretical discussions in the lectures and tutorials. Research plans and final reports will provide an opportunity to deepen this understanding.</td>
</tr>
<tr>
<td>2.</td>
<td>Theoretical discussions in the lectures and tutorials. Research plans and final reports will provide an opportunity to deepen this understanding.</td>
</tr>
<tr>
<td>3.</td>
<td>Theoretical discussions in the lectures and tutorials. Research plans and final reports will provide an opportunity to deepen this understanding.</td>
</tr>
<tr>
<td>4.</td>
<td>Guidance for this provided in lectures and tutorials; supported through the practice which resides in the assessment – especially fieldwork and its synthesis with the course materials.</td>
</tr>
<tr>
<td>5.</td>
<td>Self-directed research and assignments. There is a strong emphasis in this course on verbal and written engagements with set readings.</td>
</tr>
<tr>
<td>6.</td>
<td>Self-directed research and assignments will require students to draw together key ideas and build on them through independent research.</td>
</tr>
</tbody>
</table>
## 5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Research Plan</td>
<td>1500 words (plus annotated bibliography)</td>
<td>30%</td>
<td>1,2,3,4,6</td>
<td>Week 5 6pm, Thursday 27 August</td>
</tr>
<tr>
<td>Group Presentations</td>
<td>15 minutes</td>
<td>20%</td>
<td>1,2,3,4,5,6</td>
<td>Week 12, 22 October (in the lecture slot)</td>
</tr>
<tr>
<td>Final Research Report/Essay</td>
<td>2,500 words</td>
<td>50%</td>
<td>1,2,3,4,5,6</td>
<td>Week 13 6pm, Friday 30 October</td>
</tr>
</tbody>
</table>

### 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 week 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 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/)

**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**

Assessment items 1 and 3 should be submitted online through Turnitin, accessed via the Moodle site for this course. (There is no written component requiring formal submission for Assessment Item 2 – Group Presentation.)

All submission and marking for this course will be done electronically. Please do not submit paper copies of assessment items.

Assignments must be submitted before 6:00pm on the due date. Assignments received after this time will be marked as having been received late.
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.
ARTS2244 Course Outline

- 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:
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

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

There are two key components to this course:

1. Lectures (weeks 1-10 and 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 week 12 students will make group presentations to the class in the normal lecture timeslot.

2. Tutorials (weeks 2-10 and 12-13): 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 12 we will have a field work debrief and in week 13 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>
<thead>
<tr>
<th>Week 1</th>
<th>30 July</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rethinking wildlife: Introductions</strong></td>
<td></td>
</tr>
<tr>
<td><em>Course overview; key concepts and approaches</em></td>
<td></td>
</tr>
<tr>
<td><strong>Required readings</strong>: NONE (no tutorial)</td>
<td></td>
</tr>
</tbody>
</table>
## Week 2
### 6 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):

- Tønnesen, 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

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### OUT OF CLASS ACTIVITY

Before next class (13 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
13 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:
2. Cornwall, Warren (2014) “There will be blood” Conservation Magazine, Fall (5 pages)

Readings of interest (not required):

OUT OF CLASS ACTIVITY

Before next class (20 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**  
**20 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.

**Required Readings and preparation**

(These first two readings are available through the Moodle site for this course)


**In the reader:**


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


**Bringing ethology and ethnography together**


**OUT OF CLASS ACTIVITY**

Before next class (27 August) your research group should meet – *after having completed the set readings for week 5* – to come up with three questions to discuss in the lecture in relation to the mini lecture topic for week 5 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 5
27 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): Multispecies Ethnography with Eben Kirksey (focused on * reading below)

Required readings:

Readings of interest (not required):

OUT OF CLASS ACTIVITY

Before next class (3 September) 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
3 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)

OUT OF CLASS ACTIVITY

For the first half of week 7 (until class on 10 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. Photos are also most welcome and can be shared on tumblr. 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 7.
## Week 7
10 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.*

### Required readings:

1. van Dooren, Thom and Deborah Rose (2012) “Storied-places in a Multispecies City” *Humanimalia*, vol. 3.2, pp. 1-27 *(28 pages)*

**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):

**Week 8**  
**17 September**

**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):**
### Week 9
24 September

**Humananimals? Exploring human/animal borderlands**

**Required readings:**

**Readings of interest (not required):**
- Gane, Nicholas (and Donna Haraway) (2006) "When We Have Never Been Human, What Is to Be Done?: Interview with Donna Haraway," *Theory Culture Society*, vol. 23.7-8, pp. 135-158

**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.

**Mid Semester Break (26 Sept – 5 Oct)**
### Week 10
8 October

**Cohabitation: Living with wildlife**  
Visions of tools for hopeful futures; summing up; general lessons and approaches.

**Required readings:**

### Week 11
15 October

**No class this week**

No class this week (or regular office hour)  
Alternative office hour: 11:00-12:00, Tuesday 13 October

### Week 12
22 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 13
29 October

**NO LECTURE**

**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.
11. 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

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.

16. Other Interesting Facts

This course has a tumblr: http://arts2244.tumblr.com
Students are invited to add their thoughts, photos, videos and anything else they want to share with the rest of us (and the world) that is pertinent to the course. At a few stages throughout the course I'll suggest some more concrete things you might add. I'll send out invitations to edit the blog in the first couple of weeks of class.

Please note that you should not be taking photos during your fieldwork in which people are recognisable (as outlined in the ethics approval documents). As such, you definitely should not be uploading photos of people from your fieldwork to this tumblr.

[Contributing to the tumblr is not a requirement of the course.]
## STUDENT FEEDBACK SHEET

**Rethinking Wildlife (ARTS2244)**

**Item 1: Research Plan**

<table>
<thead>
<tr>
<th>Category</th>
<th>Poor</th>
<th>Ok</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of relevant material</td>
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Further comments:

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## Student Feedback Sheets

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

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**Further comments:**

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**Marked by:** _________________
## Rethinking Wildlife (ARTS2244)

### Item 3: Final Research Report/Essay

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Further comments:

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