

School of Humanities and Languages

ARTS 1241, Environmental Advocacy and Activism Semester 2, 2014



<http://youthoughtwewouldntnotice.com/blog3/2006/10/04/89/>

Welcome to ARTS 1241. Whether you are an interested bystander, concerned citizen, or passionately committed activist, this course offers you an opportunity to explore the environmental politics of advocacy, activism and public engagement from a range of theoretical and applied perspectives. I am delighted that you have decided to enrol in the course and hope the diverse issues, events, creative experiments and case studies we explore will inspire you.

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1. Course Staff and Contact Details

Course Convenor			
Name	Professor Judy Motion	Room	321 Morven Brown
Phone	+61 2 9385 4857	Email	j.motion@unsw.edu.au
Consultation Time	Wednesday 11-12, 1-2		

2. Course Details

Units of Credit (UoC)	UOC: 6		
Course Description	<p>Environmental Advocacy and Activism offers students an opportunity to examine how environmental politics are played out within society and the institutional structures that motivate or influence possibilities for environmental intervention at political and societal levels. The study of advocacy and activism campaigns will focus on mapping the evolution of a controversy, teasing out the distinctions between advocacy and activism, analysing the role of popular culture, managing social and traditional media and identifying successful interventions that have an impact on environmental policy and decision making processes. Key questions that will be explored during the course include 'How do citizens make sense of and respond to initiatives that have potentially damaging consequences for society?'; 'How do science, business and activists attempt to persuade?'; 'How are power relations invoked, challenged and negated within environmental advocacy and activist campaigns?'; and 'What role does popular culture play in creating and sustaining particular valuing systems and cultures?'</p>		
Course Aims	1.	To introduce theories and conceptual frameworks that may be applied to make sense of environmental issues and concerns and the ways that advocacy and activism play out in our everyday lives	
	2.	To problematize the governance structures and power relations that enable and constrain environmental advocacy and activism	
	3.	To explain how shifting societal, political and commercial imperatives and priorities impact on understanding of environmental issues	
	4.	To analyse the counter narratives and discursive strategies deployed within environmental advocacy and activism campaigns	
	5.	To examine the role of popular culture and digital media in influencing and mobilizing public opinion relating to environmental issues	
Student Learning Outcomes	1.	Apply salient theories and conceptual frameworks to analyze contemporary environmental issues and concerns and explain how such theories and concepts may inform our understanding of how advocacy and activism campaigns are played out	
	2.	Discuss how governance structures and power relations shape environmental advocacy and activism possibilities	

	3.	Analyze the complex intersection of societal, political and commercial imperatives and priorities and discuss how these contextual imperatives and priorities impact on societal responses or interventions in environmental policy and practices
	4.	Analyze the use of narrative, discourse, popular culture and digital media in environmental advocacy and activism case studies
Graduate Attributes	1.	<i>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.</i> Apply salient environmental theories and conceptual frameworks to make sense how advocacy and activism play out in our everyday lives. Explain the historical, political and cultural contexts that shape advocacy and activism practices.
	2.	<i>The ability to utilize a variety of research techniques in the analysis and resolution of environmental controversies.</i> Conduct research and demonstrate an ability assemble, synthesize and communicate findings in a social media and case study format
	3.	<i>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.</i> Apply case study method and keyword analysis to advocacy and activist texts
	4.	<i>The skills to clearly articulate a case and coherently present it both via written and oral means.</i> Examine the role of popular culture and digital media in influencing and mobilizing public opinion relating to environmental issues
	5.	<i>The knowledge to contribute to analysis of environmental controversy.</i> Analyse the counter narratives and discursive strategies deployed within environmental advocacy and activism campaigns
	6.	<i>Understanding of historical evolution of various knowledge claims regarding the environment.</i> Examine the role of popular culture and digital media in influencing and mobilizing public opinion relating to environmental issues
	7.	<i>The skills and knowledge required to interpret and evaluate issues in circumstances of conflicting viewpoints.</i> Explain how shifting societal, political and commercial imperatives and priorities impact on understanding of environmental issues

3. Learning and Teaching Rationale

This course will be underpinned by critical reflexive and transformative learning pedagogies. Critical pedagogies reframe learning as a co-authored dialogical and transformational process by offering students an opportunity to reflect on how they make sense of learning experiences. Transformative learning approaches not only aim to raise awareness, encourage reflection and stimulate critique; they are fundamentally concerned with change. The learning and teaching rationale for this course is to introduce transformative pedagogical approaches that emphasize emancipatory ideals and societal expectations, collaborative communication and ethical behaviour.

4. Teaching Strategies

Two key teaching strategies will be adopted: case based learning and problem based learning. Case and problem based approaches engage students in active learning by putting them in the situation of people engaging with and attempting to solve environmental dilemmas. Students learn to argue and defend their analysis and make recommendations.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Blog	300 words x 4	40	2, 3	3, 5, 6, 7	1. 14 August 2. 28 August 3. 11 September 4. 16 October
Case study one	1500 words	35	1, 2, 3, 4	1, 2, 4, 5, 6, 7	25 September
Case study two	2000 words	25	1, 2, 3, 4	1, 2, 4, 5, 6, 7	30 October

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 are to be submitted online via Turnitin on Moodle. (You may need to submit your fourth blog via the School Assignment box). Assignments that 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>

8. Course Schedule

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

Week Commencing	Topic	Lecture Content	Tutorial/Lab Content	Readings
28 July	Environmental controversy and social change	Deliberative democracy Evolution of controversy Issues and public involvement	No tutorial	Mouffe, C. (2002). Which public sphere for a democratic society? <i>Theoria: A Journal of Social and Political Theory</i> , 99, pp. 55-65. Whatmore, S. (2009). Mapping Knowledge Controversies: Science, Democracy and the Redistribution of Expertise. <i>Progress in Human Geography</i> , 33(5), 587-598. Marres, N. (2007). The issues deserve more credit: Pragmatist contributions to the study of public involvement in controversy. <i>Social Studies of Science</i> , 37(5), 759-780.
4 August	Publics Networks Social movements		Assignment one: Blogs and blogging	Leitch, S and Motion, J. (2010). Publics and public relations: Effecting change. In R. Heath (Ed.), <i>The Sage Handbook of Public Relations</i> , pp. 99-110. Los Angeles: Sage.

				Welsh, I., and Wynne, B. (2013),. Science, Scientism and Imaginaries of publics in the UK: Passive objects, incipient threats. <i>Science as Culture</i> , 22(4), 540-566.
11 August (Blog one due 14 August)	Expertise	Expertise Identity/ reputation Power Agency	How to analyse a case study (Bees)	Collins, H.M. and Evans, R. (2002). The third wave of science studies: studies of expertise and experience. <i>Social studies of Science</i> , 32(2), 235-296. Wynne, R. (2008). Elephants in the Room Where Publics Encounter 'Science'? A Response to Darrin Durrant, 'Accounting for Expertise: Wynne and the Autonomy of the Lay Public. <i>Public Understanding of Science</i> , 17(1), 21-33. Suryanarayanan, S., and Kleinman, D.L. (2013). Be(e)coming experts: The controversy over insecticides in the honey bee colony collapse disorder. <i>Social Studies of Science</i> , 43(2), 215-240.
18 August	Advocacy and lobbying	Public relations strategies and tactics Influencing policy and regulation	Case study: Fukushima	Carson, R. <i>Silent Spring</i> . (Chapter one). Latour, B. (2004). Why has critique run out of steam? From Matters of fact to matters of concern. <i>Critical Inquiry</i> , 3(2), 225-248. Stauber, J. and Rauber, S. (1995). <i>Toxic sludge is good for you: Lies, damn lies and the public relations industry</i> . Monroe, ME: Common Courage, chapter nine, pp. 123-142 and Appendix B, pp. 209-212.
25 August (Blog two due 28 August)	Understanding public affairs	Influencing policy and regulation	How to analyse policy texts	Motion, J. and Leitch, S. (2009). The transformational potential of public policy discourse. <i>Organization Studies</i> , 30(10), 1045-1061. Pielke, R.A. (2006). When scientists politicize science. <i>Regulation</i> , pp. 28-34. Uldam, J. (2014). Corporate management of visibility and the fantasy of the post-political: Social media and surveillance. <i>New Media & Society</i> ,
1 September	Activism	A communication perspective	Case study: Tasmanian forest protests	Ganesh, S. & Zoller, H.M. (2012). Dialogue, Activism and Democratic Social Change. <i>Communication Theory</i> , 22(1), 66-91.
8 September (Blog three due 11)	Popularization	Politicization Sense making	Case study: Fracking	Motion, J., Leitch, S., and Weaver, C.K. (Under review). Popularizing dissent: A civil society perspective. Overington, C. (2014). On the front line: Farmer versus miner. <i>Australian</i>

September)				<i>Women's Weekly</i> , pp. 98-107.
15 September	Cultural resistance Direct action	Creative protest	Natalie Jeremijenko, Xdesign, the Environmental Health Lab	Shepard, B., Bogad, L.M, & Duncombe, S. (2008). Performing vs. the Insurmountable: Theatrics, Activism, and Social Movements. <i>Liminalities: A Journal of Performance Studies</i> , 4(3), 1-30. Schaffner, A. (2008, August, 12). Prescriptions for health, the environmental kind. <i>New York Times</i> , p. F5.
22 September (Case study one due 25 September)	Popular culture	Valuing systems	Window farms	Horst, M., and Michael, M. (2011). On the shoulders of idiots: rethinking science communication as event. <i>Science as culture</i> , 20(3), 283-306. Kurutz, S. (2011, 18 August). How to make a window garden, with crowd sourced advice. <i>New York Times</i> , P. D2. Di Franzo, D., and Graves, A. (2011). A form in every window: A study into the incentives for participation in the windowfarm virtual community. <i>Proceedings of the 3rd International ACM Web Science conference</i> .
Mid- semester				
6 October	Media	Understanding news values and social media affordances	Wind farms	Petray, T.L. (2011). Protest 2.0: Online interactions and Aboriginal Activists. <i>Media, Culture & Society</i> , 33(6), 923-940. Hindmarsh, R. (2014). Hot air ablowin! Media –speak, social conflict, and the Australian 'de-coupled wind farm controversy. <i>Social Studies of Science</i> , 44(2), 194-217.
13 October (Blog four due 16 October)	Games for change		Games for change workshop	McGonigal, J. 2100, January, 22). Be a gamer, save the world. <i>The Wall Street Journal</i> . McGonigal, Jane. (2008). Why I Love Bees: A Case Study in Collective Intelligence Gaming. In K. Salen (Ed.), <i>The Ecology of Games: Connecting Youth, Games, and Learning</i> . The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press. 199–228. Jones, R. (2008). Saving world with videogame activism. In R. Ferdig (Ed.), <i>Handbook of Research on Effective Electronic Gaming Education</i> , pp. 970.

				Hershey, PA, Information Science Reference.
20 October	Engagement Deliberation	Deliberative principles and practices	Deliberative workshop	Stirling, A. (2008). 'Opening Up' and 'Closing Down': Power, Participation and Pluralism in the Social Appraisal of Technology. <i>Science, Technology and Human Values</i> , 33(2), 262-294. Michael, M. (2013). "What are we busy doing?" Engaging the idiot. <i>Science, Technology and Human Values</i> , 37(5), 528-554.
27 October (Case study two due 30 October)	Everyday practices Public intellectualism		An agenda for change	

9. Course Resources

Journals

Science, Technology and Human Values; Science as Culture; Public Understandings of Science; Social Studies of Science; Science Communication; Media, Culture & Society; New Media & Society....

Websites

<http://www.world.org/weo/environment>

10. 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.

11. 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>

12. 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>

13. 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.