Welcome to ARTS 1241. Whether you are an interested bystander, concerned citizen, or passionately committed activist, this course offers you an intellectual opportunity to explore public deliberation, political engagement and activism. I am so pleased you have decided to enrol in the course and hope you will be inspired by the creative experiments and case studies we explore.
Course outline contents:
1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessment Tasks
7. Attendance
8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information

1. Course Staff and Contact Details

Course Convenor
Name: Professor Judy Motion
Room: Morven Brown 352
Phone: +61 2 9385 4857
Email: j.motion@unsw.edu.au
Consultation Time: Tuesday 2.00 - 4.00

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>UOC 6</th>
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</table>
| Course Description   | 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 |</p>
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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<tbody>
<tr>
<td>1. Apply salient theories and conceptual frameworks to analyze contemporary environmental issues and explain how such theories and concepts may inform our understanding of how advocacy and activism campaigns are played out</td>
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<td>2. Discuss how governance structures and power relations shape environmental advocacy and activism possibilities</td>
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<tr>
<td>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</td>
</tr>
<tr>
<td>4. Analyze the use of narrative, discourse, popular culture and digital media in environmental advocacy and activism case studies</td>
</tr>
<tr>
<td><strong>Graduate Attributes</strong></td>
</tr>
<tr>
<td>1. An understanding of the approaches to environmental problem solving taken by the fields of history, philosophy, political science, history and philosophy of science, sociology and ecology.</td>
</tr>
<tr>
<td>2. The ability to utilize a variety of research techniques in the analysis and resolution of environmental controversies. Conduct research and demonstrate an ability assemble, synthesize and communicate findings in a social media and case study format</td>
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<tr>
<td>3. The ability to interpret and analyze the means of communication utilized by the various different disciplines, including technical documents, lay analyses, creative and journalistic media. Apply case study method, discourse analysis techniques and keyword analysis to advocacy and activist texts</td>
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<tr>
<td>4. The skills to clearly articulate a case and coherently present it both via written and oral means.</td>
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| 5. The knowledge to contribute to analysis of environmental
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</table>
| 6. | **Understanding of historical evolution of various knowledge claims regarding the environment.**
Examine the role of popular culture and digital media in influencing and mobilizing public opinion relating to environmental issues |
| 7. | **The skills and knowledge required to interpret and evaluate issues in circumstances of conflicting viewpoints.**
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 you an opportunity to reflect on how you 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**

It is essential that you attend lectures and tutorials because the lectures provide conceptual frameworks for making sense of advocacy and activism and the tutorials are designed to offer opportunities to apply concepts and frameworks and prepare you for your assignments. Two key teaching strategies will be adopted: case based learning and problem based learning. Case and problem based learning engages you in active learning by putting you in the situation of people engaging with and attempting to solve environmental dilemmas. You will learn to argue and defend your analysis, make recommendations and potentially solve problems.

5. **Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog</td>
<td>700</td>
<td>25</td>
<td>2, 3</td>
<td>3, 5, 6, 7</td>
<td>27 August</td>
</tr>
<tr>
<td>Case study one</td>
<td>1500</td>
<td>40</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 4, 5, 6, 7</td>
<td>24 September</td>
</tr>
<tr>
<td>Case study two</td>
<td>2500</td>
<td>35</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 4, 5, 6, 7</td>
<td>29 October</td>
</tr>
</tbody>
</table>

*Assessment guidelines are available on Moodle and will be discussed in detail in the first tutorial.*

**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/)

**Formal Examination**

This course does not have a formal examination.
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

Submission of Assessment Tasks

All assignments are submitted online via Turnitin on MOODLE.

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

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.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.
- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.
- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.
• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

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

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. 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
# 10. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week</th>
<th>Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 August</td>
<td>Campaigning</td>
<td>A communication perspective</td>
</tr>
<tr>
<td>7 September</td>
<td>Popularization</td>
<td>Politicization Sense making</td>
</tr>
<tr>
<td>14 September</td>
<td>Creative and cultural resistance</td>
<td>Culture Cultural resistance Direct action</td>
</tr>
<tr>
<td>21 September</td>
<td>Grassroots case studies</td>
<td>Valuing systems</td>
</tr>
<tr>
<td>Mid-semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Quet, M. (2015). It will be a disaster! How people protest against things which have not yet happened. Public Understanding of Science, 24 (2), 210-224.


Williams, R. (1985). Keywords: A vocabulary of culture and society. Oxford University Press.


Hestre, L. E. (2015). Climate change
### 5 October
- **no tutorials**
- Advocacy online: theories of change, target audiences and online strategy. *Environmental Politics, 24* (2), 193-211.

### 12 October
- **Everyday practices**
- **Identity Identification Positioning "Lifestyles"**
- **Case study workshop**

### 19 October
- **Engagement Deliberation workshop**
- **Power and participation**
- **Case study workshop**

### 26 October
- **Assignment three due**
- **An agenda for change**
- **Future prospects panel**
- **Case study consultations**

### 11. Course Resources

#### Textbook Details
- Please refer to MOODLE for links to the course readings.

#### Journals
- *Science, Technology and Human Values; Science as Culture; Public Understanding of Science; Social Studies of Science; Science Communication; Media, Culture & Society; New Media & Society; Environmental Politics; Environmental Communication*

#### Additional Readings

#### Websites

### 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.