



School of Humanities and Languages

**ARTS2240, Environment, Development and Sustainability  
Semester One, 2012**

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1. Course Staff and Contact Details			
<b>Course Convenor and Lecturer (and Tutor)</b>			
Name	Paul Munro	Room	351, Morven Brown
Phone	9385 8043	Email	paul.munro@unsw.edu.au
Consultation Time	Mondays: 10am-11pm; Wednesdays: 11am-12pm, 3pm-4pm		
<b>Tutors</b>			
Name	Dr Stephen Healy	Room	319, Morven Brown
Phone	9385 1597	Email	s.healy@unsw.edu.au
Consultation Time	Contact to arrange		

2. Course Details							
Units of Credit (UoC)	6						
Course Description	<p><i>Environment, Sustainability and Development</i> is a Level 2 course. It can be taken as a part of the Environmental Humanities major leading to more advanced Level 3 courses. This course can also be studied in the following specialisations: <i>Development Studies; Globalisation Studies</i>.</p> <p>Economic development, especially over the last couple of centuries, has often resulted in producing some serious environmental consequences. Ideas about sustainability were originally formulated to address some of the negative environmental impacts that emerged in the wake of industrialisation and globalisation processes. This course will critically examine the emergence of these environmental dilemmas, adopting a historical and geographical approach. To realise this, the course will be divided into three main parts. In Part One – Historical Context – we will trace the genealogy of contemporary environmental debates, issues and policies back to the early colonial era in Europe (~15<sup>th</sup> Century CE). In Part Two – Contemporary Environmental Debates – we will examine the debates surrounding environmental dilemmas and the paradigms that have emerged to address them; the contextual foundation provided in Part One of the course will help us to deconstruct and understand the different dimensions of these debates. Part Three – Case Studies – will involve the exploration of a variety of environmental thematic issues (i.e., forest conservation, water governance, mining conflicts) in different geographical contexts (i.e., sub-Saharan Africa, South-East Asia; and Australia); it will provide a case study grounding for some of the key themes and debates explored during the first two parts of the course.</p>						
Course Aims	<table border="1"> <tr> <td>1</td> <td>To provide a historical context of how environment dilemmas have emerged (discursively and materially).</td> </tr> <tr> <td>2</td> <td>To critically engage with key environmental debates.</td> </tr> <tr> <td>3</td> <td>To apply the above contextual knowledge and analytical skills to case study environmental dilemmas.</td> </tr> </table>	1	To provide a historical context of how environment dilemmas have emerged (discursively and materially).	2	To critically engage with key environmental debates.	3	To apply the above contextual knowledge and analytical skills to case study environmental dilemmas.
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Student Learning Outcomes	<table border="1"> <tr> <td>1</td> <td>Understand how environmental dilemmas have emerged historically and their various manifestations in developed</td> </tr> </table>	1	Understand how environmental dilemmas have emerged historically and their various manifestations in developed				
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		and developing countries
	2	Identify how the distribution of power and resources contributes to the construction of development and environmental dilemmas.
	3	Identify, and critically understand, key environmental issues
	4	Practically apply theoretical concepts to the analysis and understanding of environmental problems
Graduate Attributes	1	Understanding and discussing advanced texts.
	2	Identifying and engaging with key academic literature
	3	Academic writing skills.
	4	Critically engaging with and questioning existent academic works

### 3. Learning and Teaching Rationale

The course, in addition to introductory and concluding lectures, is broken up into three major sections – 1) historical context; 2) environmental debates; 3) case studies; each of these sections are then broken down into weekly themes. These themes will be interrogated through lectures, tutorial discussions and a range of readings. Each course section, and each theme, are designed to build upon previous weeks, providing analytical and contextual tools for students to be able to critically understand environmental, sustainability and developmental dilemmas.

### 4. Teaching Strategies

This subject will use a blended learning approach; with instruction occurring in the classroom (lecture and tutorials), aided with online engagement through assignments, discussions and activities. The online environment (through moodle) is a natural extension of traditional classroom learning.

In terms of assessment, the Literature Reviews are designed to get students *critically* engaged with arguments in existing academic literature, rather than just reading their arguments in a relatively passive manner. This will help them to develop skills for their final major written assessment, the Research Essay, which will test their ability to develop their own position toward an environmental dilemma. The two in-class examinations are designed to test the students' knowledge of the course's broader themes.

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Literature Reviews (x2)	1,000 (500 each)	30% (15% each)	3,4	1,2,3,4	Weeks 3 -10
Research Essay	2,500	45%	2, 3, 4	1,2,3,4	9 <sup>th</sup> June
In-class Examinations (x2)	n/a	25%	1,2,3,4	2,4	14 <sup>th</sup> April; and 26 <sup>th</sup> May

**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

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All Assignments for this course will be submitted electronically through moodle, using the turnitin system. Marking of the assessments will also occur online. For each assessment, students will be required to attached a cover sheet, which can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>.

Assignments must be submitted before the due date and time. Assignments received after this time will be marked as having been received late.

### Late Submission of Assignments

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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

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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

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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

### Week One: Introduction and Overview (March 3)

This first lecture will provide an overview of the course: subject matter, assessment guidelines and overall expectations. The key concepts, historical periods and approach used in the lectures will also be introduced.

#### Primary Reading

Adams, W. M. (2001) "The dilemma of sustainability" in *Green Development, Environment and sustainability in the Third World*, London: Routledge: 1-21

Wilson, G. (2009) "Making the connections between environment, development, and sustainability" In: G. Wilson, P. Furniss, and R. Kimbowa (eds) *Environment, Development, and Sustainability: Perspectives and cases from around the world*. Oxford: Oxford University Press: 3–12.

### Supplementary Readings

Duncan, J. (2009) "Sustainability" and "Sustainable Development" in D. Gregory, R. Johnston, G. Pratt, M. J. Watts, S. Whatmore (eds) *The Dictionary of Human Geography*, 5<sup>th</sup> Edition, London: Wiley-Blackwell: 737-739

Chari, S. (2009) "Development" in D. Gregory, R. Johnston, G. Pratt, M. J. Watts, S. Whatmore (eds) *The Dictionary of Human Geography*, 5<sup>th</sup> Edition, London: Wiley-Blackwell: 155-156

## PART ONE – HISTORICAL CONTEXT

### Week Two: First Contacts (March 10) – Guest Lecturer Dr Eben Kirskey

This lecture will explore the biological consequences of cultural encounters. We will discuss how animals, plants and microbes moved among Europe and the Americas during what Alfred Crosby calls "The Columbian Exchange." Focusing on two species – the sweet potato and the pig – we will consider how change to the environment and human societies took place at the same time.

#### Primary Reading

Crosby, A. W. (1972) "New World Foods and Old World Demography" *The Columbian Exchange: biological and cultural consequences of 1492*, Westport: Praeger Publishers: 165-208.

#### Supplementary Readings

Crosby, A. W. (1972) "Old World Plants and Animals in the New World" *The Columbian Exchange: biological and cultural consequences of 1492*, Westport: Praeger Publishers: 64-121

Clifford, J. (1997) "Paradise" in *Routes, Travel and Translation in the Late Twentieth Century*, Cambridge: Harvard University Press: 147-187.

### Week Three: Science and Imperialism: the conquest of Nature (March 17)

This week we will look at 'The Enlightenment' (c.1660-1820) period in Europe, and how it re-orientated societal-nature relations, discursively (how nature was perceived and understood) and materially (changing regimes in terms of natural resource use and exploitation). This will include a focus on the influence of Mercantilism as an economic approach and the emergence of different scientific disciplines and theories (e.g., Economic Botany, Cameralist Forestry, (Climax) Ecology and Desiccation Theory).

#### Primary Reading

Grove, R. H. (1995) "Introduction" (Chapter 1) in *Green Imperialism: Colonial expansions, tropical island Edens and the origins of environmentalism, 1600-1860*, Cambridge University Press: London: 1-16.

Schiebinger, L. and C. Swan (2005) "Introduction" in L. Schiebinger and C. Swan (eds) *Colonial Botany: Science, Commerce, and Politics in the Early Modern World*, Philadelphia: University of Pennsylvania: 1-18.

#### Supplementary Readings

Pratt, M. L. (1992) "Science, planetary consciousness, interiors" (Chapter 2) in *Imperial Eyes: Travel Writing and Transculturation*. London, Routledge.

Endfield, G. H., and D. J. Nash (2002) "Drought, desiccation and discourse: missionary correspondence and nineteenth-century climate change in central southern Africa." *The Geographical Journal* 168(1): 33-47.

#### **Week Four: Colonial Science, Capitalism and the Scramble for Africa (March 24)**

During week four we will look at the changing political and economic dynamics in Europe and Africa during the late-19<sup>th</sup> and early-20<sup>th</sup> centuries. Focusing on the broad political event of the 'Scramble for Africa,' the emphasis will be on how colonisation was not just an exercise in military domination, but rather its role in changing the global political economy and, in turn, society-nature relations.

##### **Primary Readings**

Gilmartin, D. (1994) "Scientific empire and imperial science: colonialism and irrigation technology in the Indus basin," *The Journal of Asian Studies* 53(4): 1127-1149.

Neumann, R. P. (2001) 'Africa's 'Last Wilderness': Reordering Space for Political and Economic Control in Colonial Tanzania' *Africa* 71(4): 641-665.

##### **Supplementary Readings**

Rajan, S. R. (2006) "The Empire of Nature" (Chapter 3) in *Modernizing Nature: Forestry and Imperial Eco-Development 1800-1950*, Oxford: Clarendon Press: 55-79 [i.e., only sections 3.0 and 3.1]

Adams, W. M. (2003) "Nature the Colonial Mind" in W. M. Adams and M. Mulligan (eds) *Decolonizing Nature: Strategies for Conservation in a Post-colonial Era*, London: Earthscan: 16-50.

#### **Week Five: Globalisation and its Discontents (March 31)**

In this ambitious lecture we will attempt to cover the dynamics of political, environmental, social and economic changes that have occurred during the second half of the 20<sup>th</sup> century (i.e., the post-colonial era). For this we will be critically drawing upon the notion of Globalisation – a term that has become popular in academic and political discourse – and will discuss the (attempted) establishment of Global Governance systems (i.e., United Nations, Bretton Woods Institutions); the impacts of trade liberalisations and the rise of multi-national corporations; and the emergency of the 'new' environmental and social movements since the 1960s and 1970s. The lecture (time permitting) will conclude with an in class film: *The Story of Stuff*, San Francisco's Tides Centre (2007): Runtime: 20 mins.

##### **Primary Readings**

Taylor, P. J., M. Watts, R. J. Johnston (2002) "Geography/Globalization" in R. J. Johnston, P. J. Taylor and M. Watts (eds) *Geographies of Global Change: Remapping the World*, Oxford: Blackwell: 1-17.

Redclift, M. (1996) "The Earth Summit" in *Wasted: Counting the Costs of Global Consumption*. London: Earthscan: 11-38

##### **Supplementary Readings**

Stiglitz, J. (2002) "The Promise of Global Institutions" (Chapter 1) and "Broken Promises" (Chapter 2) in *Globalization and Its Discontents*, Norton and Company: New York: 3-52 [If doing a literature review, just review one of the chapters]



Valencia Sáiz, Á. (2005) "Globalisation, cosmopolitanism and ecological citizenship" *Environmental Politics* 14(2): 163-178.

## **PART TWO: ENVIRONMENTAL DEBATES**

### **Week Six: Neo-Malthusians and their critics (April 7)**

This week we will engage with an old (since the 1800s), yet perennial, environmental argument – the Malthusianism notion that rapid population growth, if left unchecked, will eventually lead to global collapse. We will critically examine some of the premises (and history) behind the Malthusianism argument, along with fervent critiques of this position.

#### **Primary Readings**

Smail, J. (2002) "Remembering Malthus: A Preliminary Argument for a Significant Reduction in Global Human Numbers," *American Journal of Physical Anthropology*, 118(3): 292-297

Tiffen, M. and M. Mortimore, (1994) "Malthus Controverted: The Role of Capital and Technology in Growth and Environment Recovery in Kenya," *World Development*, 22(7): 997-1010.

Harvey, D. (1974) "Population, Resources, and the Ideology of Science," *Economic Geography* 50(3): 256-277.

#### **Supplementary Readings**

Boserup, E. (1976) "Environment, Population, and Technology in Primitive Societies," *Population and Development Review*, 2(1): 21-36.

Ehrlich, P. R. (1968) "The Problem" in *The Population Bomb* New York: Rivercity Press: 1-15. [Also see his more recent revision "The Population Bomb Revisited" (2009) in *The Electronic Journal of Sustainable Development*.]

### **Week Seven: Sustainable Development: a contradiction? (April 14)**

In the first section of this lecture we will examine the notion of Sustainable Development – its popular definition, the context in which it arose and how it has been applied. During the second part of the lecture we will look at multiple attempts at applying sustainable development at the global scale through initiatives such as a Local Agenda 21 and the Millennium (cum-Sustainable) Development Goals (MDGs).

#### **Primary Readings**

Lélé, S. M. (1991) "Sustainable development: a critical review" *World Development* 19(6): 607-621.

Kumi, E., A. A. Arhin, and T. Yeboah (2014) "Can post-2015 sustainable development goals survive neoliberalism? A critical examination of the sustainable development–neoliberalism nexus in developing countries" *Environment, Development and Sustainability*: forthcoming

#### **Supplementary Readings**

Dryzek, J. S. (1997) "Environmentally Benign Growth: Sustainable Development" (Chapter 7) in *The Politics of the Earth: Environmental Discourses*, Oxford: Oxford University Press: 123-136.

Redclift, M. (1987) "Sustainable Development: the problem" in *Sustainable Development: Exploring the Contradictions*, London: Routledge: 1-14

## **SEMESTER BREAK: 18 APR TO 27 APR**

### **Week Eight: Whose Environmentalism? (April 28)**

In this lecture we will unpack the notion of 'environmentalism,' questioning its conceptual foundations. We will critically examine notions surrounding the relations between poverty, livelihoods and environmental dilemmas. In particular we are going to question who is most influential when it comes to defining major environmental issues and why?

#### **Primary Readings:**

Guha, R. and J. Martinez-Alier (1997) "The Environmentalism of the Poor" in *Varieties of Environmentalism: Essays North and South*, London: Earthscan: 3-21

Sunderlin, W. D., A. Angelsen, B. Belcher, P. Burgers, R. Nasi, L. Santoso, and S. Wunder (2005) "Livelihoods, forests, and conservation in developing countries: an overview" *World Development*, 33(9), 1383-1402.

Escobar, A. (1996) "Construction nature: Elements for a post-structuralist political ecology," *Futures* 28, pp. 325-343

#### **Supplementary Readings**

Sachs, W. (1999) "Global Ecology and the Shadow of 'Development'" Chapter 2 of *Planet Dialectics: explorations in environment and development*. London: Zed: 27-46.

Brockington, D., J. Igoe, and K. A. I. Schmidt-Soltau (2006) "Conservation, human rights, and poverty reduction" *Conservation Biology* 20: 250-252.

## **PART THREE: CASE STUDIES**

### **Week Nine: The Politics of Tropical Forest Conservation in sub-Saharan Africa (May 5)**

The conservation of Tropical Rain Forests in Africa (and other parts of the world) is an emotive and important environmental issue. In this lecture we are going to unpack debates surrounding the conservation of the continent's forests, with a particular focus on the relationship between hegemonic discourses about forest conservation and our understanding about the material extent of the forest cover on the ground.

#### **Primary Readings:**

Fairhead, J. and M. Leach (2000). "Desiccation and domination: Science and struggles over environment and development in colonial Guinea." *Journal of African History* 41(1): 35-54

Neumann, R. (1997) "Primitive ideas: protected area buffer zones and the politics of land in Africa." *Development and Change* 28(3): 559-582.

Stott, P. (1999). *Tropical Rain Forest: A Political Ecology of Hegemonic Mythmaking*. Sussex, IEA Studies on the Environment.

#### **Supplementary Readings:**

Leach, M., and I. Scoones (2013) "Carbon forestry in West Africa: The politics of models, measures and verification processes." *Global Environmental Change* 23(5): 957-967.

Ribot, J. C. (1999) "A history of fear: imagining deforestation in the West African dryland forests," *Global Ecology and Biogeography* 8(3-4): 291-300.

### **Week Ten: Case Study to be determined**

### **Week Eleven: The Politics of Coal Seam Gas Mining in Australia (May 19)**

In the past decade there has been a 'boom' in the mining and exploration of coal seam gas (CSG) in Australia (especially in NSW and Queensland). This boom has been a contentious political issue, as CSG is viewed by many as a resource intensive and an environmentally destructive activity. In this lecturer we will critically examine how and why the emergence of CSG mining in Australia has been controversial, and the positions that different social, environmental and political actors have adopted towards the industry.

We will be watching the ABC Four Corners documentary *Gas Leak!* As a part of this lecture: <http://www.youtube.com/watch?v=ayhPNCUoQ7I>

#### **Primary Readings**

Fleming, D. A., and T. G. Measham (2014) "Local economic impacts of an unconventional energy boom: the coal seam gas industry in Australia." *Australian Journal of Agricultural and Resource Economics*: forthcoming

de Rijke, K. (2013) "The Agri-Gas Fields of Australia: Black Soil, Food, and Unconventional Gas" *Culture, Agriculture, Food and Environment* 35(1): 41-53.

#### **Supplementary Readings**

de Rijke, K. (2013) "Hydraulically fractured: Unconventional gas and anthropology" *Anthropology Today* 29(2): 13-17.

Davis, C. (2012) "The politics of "fracking": Regulating natural gas drilling practices in Colorado and Texas." *Review of Policy Research* 29(2): 177-191.

### **Week Twelve: Conclusion: A Sustainable Future? And Short Exam (May 26)**

In the concluding lecture we will revise the key themes and topics that were explored throughout the lecture series. We will then finish with by questioning if a sustainable future is possible, and if so, what might it look like.

## **9. Course Resources**

### **Some Useful Texts**

Adams, W. M. (2008) *Green Development: Environment and Sustainability in a Developing World*

Adams, W. M. and M. Mulligan (eds) *Decolonizing Nature: Strategies for Conservation in a Post-colonial Era*, London: Earthscan: 16-50.

Castree, N. and B. Braun (eds) *Social Nature: Theory, Practice and Politics*

Dryzek, J. S. (1997) *The Politics of the Earth: Environmental Discourses*, Oxford: Oxford University Press.

Heynen, N., J. McCarthy, S. Prudham and P. Robbins (Eds) (2007) *Neoliberal Environments: False Promises and unnatural consequences*.

Grove, R. H. (1995) *Green Imperialism: Colonial expansions, tropical island Edens and the origins of environmentalism, 1600-1860*, Cambridge University Press: London.

Guha, R. and J. Martinez-Alier (1997) *Varieties of Environmentalism: Essays North and*

South, London: Earthscan.  
 Peet, R., P Robbins and M. J. Watts (eds) (2012) *Global Political Ecology*  
 Pugh, C. (ed) *Sustainable Cities in Developing Countries*  
 Redclift, M. (1996) *Wasted: Counting the Costs of Global Consumption*. London: Earthscan.  
 Redclift, M. (1987) *Sustainable Development: Exploring the Contradictions*, London: Routledge.  
 Robbins, P. (2012) *Political Ecology*  
 Sachs, W. (1999) *Planet Dialectics: explorations in environment and development*. London: Zed.  
 Smith, N. (2008) *Uneven Development: Nature, Capital and the Production of Space*  
 Stiglitz, J. (2002) *Globalization and Its Discontents*, Norton and Company: New York.  
 Wilson, G. P. Furniss R. Kimbowa (2009) *Environment, Development, and Sustainability: Perspectives and cases from around the world*

### Some Useful Journals

*Annual Review of Environment and Resources*  
*Antipode*  
*Ambio*  
*Capitalism, Nature, Socialism*  
*Conservation Biology*  
*Ecology and Society*  
*Economic Geography*  
*Environmental Conservation*  
*Environment, Development and Sustainability*  
*Environment and History*  
*Environment and Planning D: Society and Space*  
*Environmental History*  
*Environmental Policy and Governance*  
*Geoforum*  
*Geographical Research*  
*Global Environmental Change*  
*Global Environmental Politics*  
*Journal of Development Studies*  
*Journal of Political Ecology*  
*Land Degradation and Development*  
*Land Use Policy*  
*Population Space and Place*  
*Singapore Journal of Tropical Geography*  
*Society and Natural Resources*  
*Sustainability Science*  
*Third World Quarterly*  
*Transactions of the Institute of British Geographers*  
*World Development*

## 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.