



Arts & Social
Sciences

School of Humanities and Languages

ARTS2244, Rethinking Wildlife Semester 2, 2014

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
 - ~ *Topics and Readings*
 - ~ *Field Research Schedule*
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

Please note, students in this course are required to purchase the Course Reader from the UNSW Bookshop before classes start.

1. Course Staff and Contact Details

Course Convenor

Name	Jacqueline Dalziell	Room	Morven Brown, Room 323
Phone	9385 3768	Email	j.dalziell@unsw.edu.au
Consultation Time	Thursdays, 10-11am (or by appointment)		

2. Course Details

Units of Credit (UoC) 6UOC

Course Description This document provides the relevant introductory material for **ARTS2244 Rethinking Wildlife**. This is a Level Two courses 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.
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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

Learning outcome Achieved through...

1.	Theoretical discussions in the lectures and tutorials. Research plans and final reports will provide an opportunity to deepen this understanding.
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3.	Theoretical discussions in the lectures and tutorials. Research plans and final reports will provide an opportunity to deepen this understanding.
4.	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.
5.	Self-directed research and assignments. There is a strong emphasis in this course on verbal and written engagements with set readings.
6.	Self-directed research and assignments will require students to draw together key ideas and build on them through independent research.

5. Course Assessment				
Assessment Task	Length	Weight	Learning Outcomes Assessed	Due Date
Individual Research Plan	1500 words (plus annotated bibliography)	30%	1,2,3,4,6	Week 5 4pm, Friday 29 August
Group Presentations	15 minutes	20%	1,2,3,4,5,6	Weeks 11 and 12, in lectures (16 & 23 October)
Final Research Report/Essay (individual)	2,500 words	50%	1,2,3,4,5,6	4pm, Friday 7 November

Assessment 1	Individual Research Plan
<p>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.</p> <p>Your research plan should include:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p><i>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.</i></p> <p>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.</p>	

Assessment 2	Group Presentations
<p>In lectures in weeks 11 and 12, groups will make a polished presentation to the rest of the class on their research project. Presentations should provide an overview of the research 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.</p> <p>Further information on presentations will be provided in class. 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.</p> <p><i>We will allocate presentation times towards the end of the semester. Groups will either present in week 11 or 12, and may not get their first choice of presentation time.</i></p>	

Assessment 3	Final Research Report/Essay (individual)
<p>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.</p> <p>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.</p> <p>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 <i>enrich understandings of</i>, and itself be <i>enriched by</i>, theoretical insights.</p> <p>Further information on the structure and substance of these final research reports will be provided in class.</p>	

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 which 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/>

There are two key components to this course:

1. **Lectures (weeks 1-12):** There are ten standard lectures in this course (weeks 1-10). These lectures will explore philosophical and political issues in conservation through both theory and concrete case studies from Australia and around the world. In the lectures we will also explore key ethnographic methods, approaches to designing your own research, ethics approval, conducting interviews and bringing ethnographic work into dialogue with theoretic insights. In addition, in weeks 11 and 12 students will make group presentations to the class in their normal lecture timeslot.
2. **Tutorials (weeks 2-13):** Nine one-hour tutorials are also a core component of this course (weeks 2-11). 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 talk*), and discussing research methods, plans and experiences. In weeks 12 and 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 report.

*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). **All readings are available in the course reader from the UNSW Bookshop.**
- 2.) When doing the readings please make special note of any sections that you found particularly interesting, controversial or challenging.
- 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 required readings after week 10.

Week 1
30 July

Rethinking wildlife: Introductions

Course overview – key concepts and approaches

Required readings: NONE (no tutorial)

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 projects, etc).

Required readings:

1. Fuentes, Agustin (2010) "Naturalcultural Encounters in Bali: Monkeys, Temples, Tourists, and Ethnoprimateology," *Cultural Anthropology*, vol. 25.4, pp. 600-624 (**20 pages**)
2. van Dooren, Thom (2011) "Vultures and their People in India: Equity and Entanglement in a Time of Extinctions," *Australian Humanities Review*, vol. 50, pp. 45-61 (**13 pages**)

Methods Readings (also required)

3. Yin, Robert (2010) "Interviewing" in *Qualitative Research from Start to Finish*, New York: Guilford Publications, pp. 132-140 (**9 pages**)
4. Brief Fieldwork Description for ARTS2244 (**5 pages**)

Readings of interest (not required):

- Willis, Alette (2013) "Bearing Witness: Re-storying the Self in Places that are Always More Than Human Made," *Animal Studies Journal*, vol. 2.1, pp. 8-27
- Goldman, Mara J., et. al. (2010) "Maintaining Complex Relations with Large Cats: Maasai and Lions in Kenya and Tanzania" *Human Dimensions of Wildlife*, vol. 15, pp. 332–46
- Tonnesen, Morten (2010) "Is a wolf wild as long as it does not know that it is being thoroughly managed" *Humanimalia*, vol. 2.1
- Whatmore, Sarah and Lorraine Thorne (1998) "Wild(er)ness: reconfiguring the geographies of wildlife" *Transactions of the Institute of British Geographers*, vol. 23.4
- Conover, Michael, R. (2002) *Resolving human-wildlife conflicts: The science of wildlife damage management*, Boca Raton, FL: Lewis Publishers

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:

1. Singer, Peter (2001 [1975]) "A Utilitarian Defense of Animal Liberation" in *Environmental Ethics: Readings in Theory and Application* (3rd Edition), Louis P. Pojman (Ed.) (Belmont, CA: Wadsworth), pp. 33-39 (**7 pages**)
2. Sagoff, Mark (1984) "Animal Liberation and Environmental Ethics: Bad Marriage, Quick Divorce" *Osgoode Hall Law Journal*, vol. 22, pp. 297-307 (**10 pages**)
3. Palmer, Clare (2003) "Placing Animals in Urban Environmental Ethics" *Journal of Social Philosophy*, vol. 34.1, pp. 64-78 (**12 pages**)

Readings of interest (not required):

- Warkentin, Tracy (2010) "Interspecies Etiquette: An Ethics of Paying Attention to Animals," *Ethics and the Environment*, vol. 15.1, pp. 101-121
- Regan "The Radical Egalitarian Case for Animal Rights" in *Environmental Ethics: Readings in Theory and Application* (3rd Ed.), Louis P. Pojman (Ed.) (Belmont, CA: Wadsworth), pp. 40- 5
- Haraway, Donna (2008) "Sharing Suffering: Instrumental Relations Between Laboratory Animals and their People," in *When Species Meet* (Minneapolis: University of Minnesota Press), pp. 69-93.
- Callicott, J. Baird (1988) "Animal Liberation and Environmental Ethics: Back Together Again" *Between the Species*, vol. 4, pp. 163-9
- Palmer, Clare (2010) *Animal Ethics in Context*, New York: Columbia University Press

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

(First two readings are available through the Moodle site for this course. Please print them, read them and bring them with you to class)

1. Human Research Ethics Committee Application (UNSW), "ARTS2244: Rethinking Wildlife"
2. Human Research Ethics Advisory Panel Application form (UNSW).

In the reader:

3. Crist, Eileen (2013) "Ecocide and the Extinction of Animal Minds" in *Ignoring Nature No More: The Case for Compassionate Conservation*, edited by Marc Bekoff, University of Chicago Press: Chicago (14 Pages)

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

- Bekoff, Marc (2000) "Animal Emotions: Exploring Passionate Natures" *BioScience*, vol. 50.10, pp. 861-70.
- Books by Marc Bekoff and Frans de Waal offer good introductions to the field of ethology for non-specialist readers. See the library catalogue for a full listing of available books.
- de Waal, Frans B.M. (1999) "Anthropomorphism and Anthropodenial: Consistency in Our Thinking about Humans and Other Animals," *Philosophical Topics*, vol. 27.1, pp. 255-280
- Karlsson, Fredrick (2012) "Anthropomorphism and Mechanomorphism," *Humanimalia*, vol. 3.2
- Crist, E. (1999) *Images of Animals: Anthropomorphism and Animal Mind*. Philadelphia: Temple University Press

Bringing ethology and ethnography together

- Kirksey, S. Eben, and Stefan Helmreich (2010) "The Emergence of Multispecies Ethnography," *Cultural Anthropology*, vol. 25.4 (*and other articles in this special issue*)
- Lestel, Dominique, Florence Brunois, and Florence Gaunet (2006) "Etho-ethnology and ethno-ethnology," *Social Science Information*, vol. 45, pp. 155-177.
- Kohn, Eduardo (2007) "How dogs dream: Amazonian natures and the politics of transspecies engagement," *American Ethnologist*, vol. 34.1, pp. 1548-1425.

Week 5**27 August****Native and Invasive: Which wildlife belongs?**

What does it mean to be 'invasive'? – who counts as native and who is introduced? – killing invasive species for conservation, practicalities and ethics – 'Rewilding' environments.

Mini lecture: Ethnographies of humans and animals (Prof. Deborah Rose)
(focused on * reading below)

Required readings:

1. *Rose, Deborah (2008) "Judas Work: Four Modes of Sorrow," *Environmental Philosophy*, vol. 5.2, pp. 51–66 (**16 pages**).
2. Chrulew, M. (2011). "Reversing Extinction: Restoration and Resurrection in the Pleistocene Rewilding Projects," *Humanimalia* vol. 2.2, pp. 4-27 (**18 pages**)
3. Wright, Katherine (2012) "Bunnies, Bilbies, and the Ethic of Ecological Remembrance" *M/C Journal*, vol. 15.3 (**6 pages**)

Readings of interest (not required):

- van Dooren, Thom (2011) "Invasive Species in Penguin Worlds: An Ethical Taxonomy of Killing for Conservation" *Conservation and Society*, vol. 9.4, pp. 13-25
- Davis, Mark A. et. al (2011) "Don't judge species on their origins," *Nature*, vol. 474, pp. 153-4
- Sagoff, M. (2005). "Do Non-Native Species Threaten the Natural Environment?" *Journal of Agricultural and Environmental Ethics*, vol. 18
- Simberloff, D. (2005). "Non-Native Species *do* Threaten the Natural Environment!" *Journal of Agricultural and Environmental Ethics*, vol. 18
- Franklin, A. (2006). *Animal Nation: The True Story of Animals and Australia*. Sydney: UNSW Press
- Low, T. (2002). *Feral Future: The Untold Story of Australia's Exotic Invaders*. Chicago and London: University of Chicago Press
- Low, Tim (2005) "Dangerous dichotomies: native good, exotic bad" in Daniel Lunney (ed) *Pest or guest: the zoology of overabundance* (Mosman: Royal Zoological Society of New South Wales), pp. 222-5
- Helmreich, Stefan (2005) "How Scientists Think; About 'Natives', for Example. A Problem of Taxonomy among Biologists of Alien Species in Hawaii," *The Journal of the Royal Anthropological Institute*, vol. 11.1, pp. 107-128.
- Chrulew, M. (2011). "Reversing Extinction: Restoration and Resurrection in the Pleistocene Rewilding Projects," *Humanimalia* vol. 2.2
- Donlan, Josh et. al. (2005) "Re-wilding North America" *Nature*, vol. 436, pp. 913-4
- Keulartz, Jozef (2009). "Boundary Work in Ecological Restoration" *Environmental Philosophy*, vol. 6.1, pp.35–55

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?

Required readings:

1. Chrulew, Matt (2011) "Managing Love and Death at the Zoo: The Biopolitics of Endangered Species Preservation," *Australian Humanities Review*, vol. 50, pp. 137-157 (**17 pages**)
2. van Dooren, Thom (2014) "Life at the Edge of Extinction: Spectral Crows, Haunted Landscapes and the Environmental Humanities," *Humanities Australia*, vol. 5 (**12 pages**).
3. Rolston III, Holmes (1985) "Duties to Endangered Species" *BioScience*, vol. 35.11, pp. 718-26 (**8 pages**)

Readings of interest (not required):

- Website of the IUCN *Red List of Threatened Species* (www.iucnredlist.org)
- Special issue of the Australian Humanities Review (2011) *Unloved Others: Death of the Disregarded in the Time of Extinctions*, vol. 50 (www.australianhumanitiesreview.org/archive/Issue-May-2011/home.html)
- Bekoff, Marc (2010) "First do no harm" *New Scientist*, 28 August, pp. 24-5
- Aitken, G.M. (1998) 'Extinction', *Biology and Philosophy*, vol. 13
- Stearns, Beverly Peterson and Stearns, Stephen C. (1999) *Watching, from the edge of extinction* (New Haven and London: Yale University Press)

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) "Storyed-places in a Multispecies City" *Humanimalia*, vol. 3.2, pp. 1-27 (**28 pages**)
2. Davison, Aidan and Ridder, Ben (2006) "Turbulent Times for Urban Nature: Conserving and Re-inventing Nature in Australian Cities" *Australian Zoologist*, vol. 33.3, pp. 306-14 (**8 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):

- Luther, Erin (2013) "Tales of Cruelty and Belonging: In Search of An Ethic for Urban-Human Wildlife Relations" *Animal Studies Journal*, vol. 2.1, pp. 35-54
- Thomson, Melanie S. (2007) "Placing the Wild in the City: 'Thinking with' Melbourne's Bats," *Society and Animals*, vol. 15, pp. 79-95.
- Wolch, Jennifer (2002) "Anima urbis," *Progress in Human Geography*, vol. 26. 6, pp. 721-742
- Seymour, Mona and Jennifer Wolch (2009) "Toward zoöpolis? Innovation and contradiction in a conservation community," *Journal of Urbanism*, vol. 2.3, pp. 215-236
- Daniel Lunney and Shelley Burgin (eds) *Urban Wildlife: More than Meets the Eye* (Mosman: Royal Zoological Society of New South Wales)
- Michelfelder, Diane P. (2003) "Valuing Wildlife Populations in Urban Environments" *Journal of Social Philosophy*, vol. 34.1

Week 8**17 September****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?

Required readings:

1. Lorimer, Jamie (2006) "Nonhuman charisma: which species trigger our emotions and why?" *ECOS*, vol. 27.1, pp. 20-27 **(6 pages)**
2. Kirksey, Eben (2012) "Living With Parasites in Palo Verde National Park," *Environmental Humanities*, vol. 1, pp. 23-55 **(28 pages)**

Readings of interest (not required):

- Toussaint, Yann (2005) "Debating biodiversity: Threatened species conservation and scientific values", *The Australian Journal of Anthropology*, 16.3, pp. 382-393
- Jones, Samantha (2006) "A Political Ecology of Wildlife Conservation in Africa," *Review of African Political Economy*, vol. 109, pp. 483-495
- West, Paige, James Igoe, and Dan Brockington (2006) "Parks and Peoples: The Social Impact of Protected Areas," *Annual Review of Anthropology*, vol. 35, pp. 251-277
- Farnham, T. J. (2007). *Saving Nature's Legacy: Origins of the Idea of Biological Diversity*. New Haven and London: Yale University Press
- Takacs, D. (1996). *The Idea of Biodiversity: Philosophies of Paradise*. Baltimore and London: Johns Hopkins University Press
- Cioc, Mark (2009) *The Game of Conservation: International Treaties to Protect the World's Migratory Animals*, Athens Ohio: Ohio University Press
- Haila, Y. (1999) "Biodiversity and the divide between culture and nature" *Biodiversity and Conservation*, vol. 8.1
- Jarman, P. J. and M. A. Brock (2004) "The evolving intent and coverage of legislation to protect biodiversity in New South Wales. *Threatened Species Legislation: Is it just an Act?* P. Hutchings, D. Lunney and C. Dickman (eds) (Mosman: Royal Zoological Society of NSW), pp. 1-1

Week 9**24 September****Humanimals? Exploring human/animal borderlands****Required readings:**

1. Elder, Glen, Jennifer Wolch and Jody Emel (1998) "Race, place and the bounds of humanity" *Society and Animals*, vol. 6.2, pp. 183-202 (**18 pages**)
2. Goldberg-Hiller, Jonathan and Noenoe K. Silva (2011) "Sharks and Pigs: Animating Hawaiian Sovereignty against the Anthropological Machine," *The South Atlantic Quarterly*, vol. 110.2, pp. 429-446 (**16 pages**)

Readings of interest (not required):

- Anderson, Kay (2000) "The Beast Within': Race, Humanity, and Animality," *Environment and Planning D: Society and Space*, vol. 18, pp. 301-320.
- 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
- Calarco, Matthew (2008) *Zoographies: The Question of the Animal from Heidegger to Derrida*. New York: Columbia University Press
- Agamben, Giorgio (2004) *The Open: Man and Animal*. Translated by Kevin Attell. Stanford, California: Stanford University Press
- Candea, Matei (2010) "'I fell in love with Carlos the meerkat': Engagement and detachment in human-animal relations," *American Ethnologist*, vol. 37.2, pp. 241-258
- Chris, Cynthia (2006) *Watching Wildlife*. Minneapolis: University of Minnesota Press

Mid Semester Break (27 Sept – 6 Oct)**Week 10****8 October****Posthumanisms****Required readings:**

1. Badmington, Neil (2000) "Introduction: Approaching Posthumanism" in Neil Badmington (ed.) *Posthumanism* (Palgrave: Houndmills), pp. 1-10 (**10 pages**)
2. Wolfe, Cary (2010) "Animal Studies" in *What is Posthumanism?* (University of Minnesota Press: Minneapolis), pp. 99-126 (**27 pages**)
3. Wolfe, Cary (2003) "Introduction" in *Animal Rites: American Culture, the Discourse of Species, and Posthumanist Theory* (University of Chicago Press: Chicago), pp. 1-9 (**8 pages**)

Week 11
15 October**Student Research Presentations****NO READINGS**

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

Week 12
22 October**Student Research Presentations****NO READINGS**

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

Week 13
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.

Field Research Timetable

Focus	Week/Dates	Key Tasks
Preparation <i>Research planning and design</i>	Week 3	Get into groups Choose case study (as a group) Do background research on case study
	Weeks 4-5	Define research focus (as a group) Define methods (as a group) Define approach/theoretical framework (as a group or individually) <i>What are the issues? What will you focus on? How will you conduct the field research?</i>
Assessment 1	Week 5 (29 August)	Submit individual research plan (with annotated bibliography)
Preparation <i>Research refinement and scheduling</i>	Week 6	Continue research, discussion, refining questions and focus Complete detailed fieldwork plan Line up interviews Write up consent form
Feedback	Week 7 (11 September)	Research plans returned with comments/suggestions
Fieldwork	Weeks 7 - 9 (and study break)	Conduct fieldwork (Interviews, participant observation, survey, etc – as per research plan)
Write up	Week 10-11	Start writing up final report
Assessment 2 Continue write up	Week 11-12	Group Presentations Continue writing up individual report
Assessment 3	7 November	Final report/essay due

9. 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>

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>

Use of Electronic Devices in Class

There will be strictly no use of laptops, phones, iPads or tablets in lectures or tutorials for this course, unless students have valid reason, in which case they should contact the lecturer to make arrangements before class commences.

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.

STUDENT FEEDBACK SHEET

Rethinking Wildlife (ARTS2244) Item 1: Research Plan

	poor	ok	good	very good	excellent
Selection of relevant material					
Level of planning and research					
Coherence of research rationale					
Appropriateness of methods and methodology					
Quality of annotated bibliography					
Understanding of and engagement with ethics approval process					
Understanding of relevant theory and concepts					
Overall clarity of presentation and expression					
Structure and organisation of research plan					
Spelling and punctuation					
Grammar, sentence and paragraph structure					
Referencing: in text					
Referencing: in bibliography					

Further comments:

Mark: _____

Marked by: _____

STUDENT FEEDBACK SHEET

Rethinking Wildlife (ARTS2244) Item 2: Group Presentations

	poor	ok	good	very good	excellent
Selection of relevant material					
Critical analysis					
Ability to engage class in presentation					
Clarity and standard of expression					
Organisation and structure of presentation					
Communication skills					
Promotion of class discussion					
Time management					
Ability to work in a group					

Further comments:

Mark: _____

Marked by: _____

STUDENT FEEDBACK SHEET

Rethinking Wildlife (ARTS2244) Item 3: Final Research Report

	poor	ok	good	very good	excellent
Evidence of planning					
Level of research					
Understanding of relevant theory and concepts					
Ability to bring field research (and perhaps other case studies) into conversation with conceptual material					
Quality of explanation and interpretation					
Line of argument					
Use of evidence and examples					
Evidence of critical thinking					
Overall clarity of presentation and expression					
Structure and organisation of report					
Spelling and punctuation					
Grammar, sentence and paragraph structure					
Referencing: in text					
Referencing: in bibliography					

Further comments:

Mark: _____

Marked by: _____