



UNSW  
AUSTRALIA

Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS2247 Indigenous People and the Environment, Term 2, 2014**

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<b>1. Course Staff and Contact Details</b>			
<b>Course Convenor</b>			
Name	Stephen Muecke	Room	Morven Brown 328
Phone	93852300	Email	s.muecke@unsw.edu.au
Consultation Time	Friday 11-12		
<b>Lectures</b>			
Name	Stephen Muecke	Room	Lecture: Civ.Eng.G1 9-11 Friday Tute: MorvB. G4 13-14 Friday

<b>2. Course Details</b>	
Units of Credit (UoC)	6
Course Description	The course starts with a critique of indigenous peoples' supposed proximity to 'nature', and moves to an analysis of the Western scientific and philosophical invention of that concept. From there, the course aims to do some descriptive anthropological work, in different sites, on the various kinds of natural-cultural correlations among humans, non-humans and things. This sets the scene for the second aim, which is the analysis of the same or similar sites in terms of the contestation between mining industries and indigenous peoples, in Australia and elsewhere. This analysis is broadly one of political economy, as different and contesting values flow along different networks. These two modes of analysis will help students write with future policy directions in mind.
Course Aims	<ol style="list-style-type: none"> <li>1. To understand the historical underpinnings of the European concept of nature</li> <li>2. To gain different perspectives on human/non-human relations</li> <li>3. To apply these conceptual frameworks in exploring and analysing two cases of Indigenous peoples in conflict with modernisation</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>1. Understanding the interdisciplinary approach of Environmental Humanities as it applies to the course content</li> <li>2. Ability to appraise and apply key concepts and strategies to contemporary environmental problems</li> <li>3. Ability to assess and synthesize empirical data from various sources</li> <li>4. Sufficient knowledge and skills to allow further engagement with other similar cases in a policy framework</li> </ol>

### 3. Learning and Teaching Rationale

Teaching will be through describing, historicising and theorising. Description involves engaging students in methods for the generation of factual material, always bearing in mind that facts and values are intimately associated. Data, both 'raw' and 'cooked', will be generated especially in relation to the two case studies. Historicising means putting some basic conceptual tools in an historical context, in this case the Western bifurcation of Nature and Culture that positions Indigenous people in ambiguous ways in relation to modernity. Finally, theorizing involves a more general conceptual architecture that is to be critiqued, redesigned and rebuilt with a view to gaining some footholds in policy formation.

### 4. Teaching Strategies

The course will run as a two hour lecture and a one hour tutorial each week. It is very important that you read the text for each week in advance as it will be otherwise very difficult to participate in a fruitful way to the course and thus develop your skills. In some cases the classroom will be 'flipped', that is, you will have a task to do outside of class that will contribute to collaborative work in class.

Assessment Task	Length	Weight	Learning Outcomes Assessed	Due Date
Short Essay	750	20%	1, 2	Week 5.
Essay 1	1500	35%	1, 2, 3	Week 8
Final Essay	3000	45%	1, 2, 3, 4	Week 13

**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

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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.

## 5. 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.

## 6. 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>

Week Commencing:	Topic	Readings
1/8	Guest Lecture: Debbie Rose	Rose, <i>Wild Dog Dreaming</i> .
8/8	Concepts of Nature and modernity	Descola, Ch 1
15/8	The Battle over James Price Point.	Escobar, Ch 1
22/8	JPP, cont.	Langton, Boyer lecture
29/8	JPP, cont.	
5/9	Guest lecture	t.b.a.
12/9	A multirealist framework	Latour, <i>Inquiry</i> , selections
19/9	The Yasuni of the Amazon: Case study No. 2	Christian Parenti, <i>The Nation</i>
26/9	Yasuni, cont.	tba
10/10	Recomposing democracies: environmentality	tba
17/10	Arguing the economics	tba
24/10	Will Policy Fail Again?	Tess Lea, in <i>Songlines vs. Pipelines</i>
31/10	No seminar in week 13	Conclusions

## 7. Course Resources

### Readings

Deborah Bird Rose, *Wild Dog Dreaming: Love and Extinction*, University of Virginia Press, 2011.

Stephen Muecke, *Ancient & Modern: Time, Culture and Indigenous Philosophy*, University of NSW Press, 2004

Bruce E. Johansen, *Indigenous peoples and environmental issues : an encyclopedia*, Westport, Conn. : Greenwood Press, 2003.

Phillipe Descola, *Beyond Nature and Culture*, Chicago, 2013.

Bruno Latour, *An Inquiry into Modes of Existence: An Anthropology of the Moderns*, Trans. Catherine Porter, Harvard University Press Cambridge, Mass. 2013

Mario Blaser Harvey A Feit; Glenn McRae, *In the Way of Development Indigenous Peoples, Life Projects and Globalization*. Ottawa : International Development Research Centre, 2004. Downloadable.

Arturo Escobar, *Territories of Difference: Place, Movements, Life, Redes*, Duke U.P.: 2008

Christian Parenti, 'Ecuador's Paradise Lost,' *The Nation*, Sept, 2013

Craig & Ehrlich (Firm), *Indigenous participation in Commonwealth environmental impact assessment*, Environment Protection Agency (Australia), Canberra : Environment Protection Agency.

Roy Ellen, Peter Parkes, Alan Bicker, eds. *Indigenous Environmental Knowledge and its Transformations: Critical Anthropological Perspectives*, London : Routledge, 2000.

Laura Westra, *Environmental justice and the rights of indigenous peoples : international and domestic legal perspectives*, London ; Sterling, VA : Earthscan

Natasha Stacey, "Prepare for impact!: When people and environment collide in the tropics," Charles Darwin Symposium (2006 : Darwin, N.T.) Darwin, N.T. : Charles Darwin University Press.

Robert Poirier and Doris Schartmueller, "Indigenous water rights in Australia," *The Social Science Journal*, 2012, Vol.49(3), pp.317-324.

Laurie Richmond, et al. "Indigenous Studies Speaks to Environmental Management," *Environmental Management*, 2013, Vol.52(5), pp.1041-1045

Carsten Wergin and Stephen Muecke, *Australian Humanities Review* 53, "Songlines vs. Pipelines," November, 2012. <http://www.australianhumanitiesreview.org/archive/Issue-November-2012/wergin&muecke.html>

Marcia Langton, <http://www.abc.net.au/radionational/programs/boyerlectures/2012-boyer-lectures/4305696>

#### Websites

## 8. 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.

## 9. 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>

## 10. 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>

## 11. 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.