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10. Course Evaluation and Development
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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Paul Munro</th>
<th>Room</th>
<th>Morven Brown Room 351</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 8043</td>
<td>Email</td>
<td><a href="mailto:paul.munro@unsw.edu.au">paul.munro@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Fridays, 11-12pm, or by appointment</td>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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Course Description

You will have the opportunity to design your own independent research project that will speak to contemporary debates in the Environmental Humanities. These research projects will use multiple methods and will draw upon one of the fields of 1) multispecies ethnography; 2) political ecology, or 3) environmental history to “follow an organism”, or “follow an issue,” to several different sites in Sydney. You will situate your subject of study within economic, scientific, and political networks. Field-sites might include public parks and beaches, scientific laboratories, museums, abandoned lots and fragmented wildlands, or office spaces like environmental organizations or city councils.

Field trips to the Australian Museum and Royal Botanical Gardens will introduce you to experts in the field and give you hands-on practice at conducting interviews and taking field notes. Training in the use of the latest digital equipment, software packages, and on-line tools will prepare you for future research. We will also discuss specific career opportunities that will open up to you with an Environmental Humanities degree.

Course Aims

1. To develop an understanding of different conceptual approaches in environmental humanities
2. To learn how to design and realise an environmental humanities research project
3. To understand the range of research methods used in an environmental humanities research project
4. To experience the collecting of primary data.
5. The completion of a major piece of research

Student Learning Outcomes

1. Design an independent research project (which involves conducting face-to-face interviews, transcribing recorded conversations, and writing field notes)
2. Understand and discuss cutting-edge theoretical texts
3. Use research-related digital equipment and software packages
4. Write-up advanced scholarly and professional research

Graduate Attributes

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.
2. The ability to utilise a variety of research techniques in the analysis and resolution of environmental controversies.
3. Familiarity with the typical means of conducting research in both the humanities and sciences fields.
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<tbody>
<tr>
<td>4.</td>
<td>Familiarity with the typical means of conducting research in both the humanities and sciences fields.</td>
</tr>
<tr>
<td>5.</td>
<td>Experience in conducting research into an issue of environmental concern from at least one of the disciplinary approaches listed above.</td>
</tr>
<tr>
<td>6.</td>
<td>The ability to interpret and analyse the means of communication utilised by the various different disciplines, including technical documents, lay analyses, creative and journalistic media.</td>
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<tr>
<td>7.</td>
<td>The skills to clearly articulate a case and coherently present it both via written and oral means.</td>
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<tr>
<td>8.</td>
<td>The capacity to critically analyse and evaluate knowledge claims in scientific and humanities fields.</td>
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<tr>
<td>9.</td>
<td>The knowledge to contribute to analysis of environmental controversy.</td>
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<tr>
<td>10.</td>
<td>An ability to solve the methodological and theoretical problems raised by approaching environmental concerns both within and across disciplines.</td>
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<tr>
<td>11.</td>
<td>Skills and experience in devising work schedules and ability to meet tight deadlines.</td>
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<tr>
<td>12.</td>
<td>The skills and knowledge required to interpret and evaluate issues in circumstances of conflicting viewpoint.</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

The course will be run through seminars and will focus on teaching students the different components for realising a research project. The initial lectures will focus on broad conceptual approaches to environmental humanities, as well as providing instruction on how to use relevant research software and technologies. This part of the course will provide a foundation to help students design their research projects. The latter part of the course will involve excursions as well as lectures focused on more specific aspects of research. Together, the different parts of the course will provide all of the necessary skills and knowledge to develop their own research projects rigorously.

4. Teaching Strategies

This subject will use a blended learning approach; with instruction occurring in a seminar setting which will include interactive lectures, classwork and excursions. This will be complemented with online engagement through assignments, discussions and activities. The online environment (through moodle) being a natural extension of traditional classroom learning.

The assessments will be oriented around a central original research project speaking to contemporary debates in the Environmental Humanities. This will involve conducting multisited research, following a specific organism, issue, or object to different sites in Sydney – grounded in the broad fields of multispecies ethnography, political ecology or environmental history. Using a variety of methods you will situate your subject of study within economic, scientific, and political networks. Field-sites might include public parks and beaches, or abandoned lots and fragmented wildlands, or office spaces like environmental organisations or city councils. The final project will be completed in five stages and the combined total of these components will equal 90% of your final mark. Fieldnotes from the Ethnographic Adventure due Week Seven (4pm Wednesday) will be worth 10% of your final mark.

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>
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<tbody>
<tr>
<td>Project Proposal</td>
<td>300 words</td>
<td>5%</td>
<td>1</td>
<td>1, 3, 6, 10</td>
<td>3rd September @ 4pm</td>
</tr>
<tr>
<td>Practice Fieldnotes</td>
<td>600 words</td>
<td>10%</td>
<td>4</td>
<td>2, 3, 4, 7, 8, 10, 11</td>
<td>10th September @ 4pm</td>
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<tr>
<td>Key Interview</td>
<td>N/A</td>
<td>15%</td>
<td>3, 4</td>
<td>2, 3, 4, 10</td>
<td>24th September @ 4pm</td>
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<tr>
<td>Fieldnotes</td>
<td>1,500 words</td>
<td>20%</td>
<td>3, 4</td>
<td>1, 2, 3, 5, 8</td>
<td>15th October @ 4pm</td>
</tr>
<tr>
<td>Literature Review</td>
<td>1,000 Words</td>
<td>20%</td>
<td>2, 4</td>
<td>1, 6, 7, 8, 10, 11</td>
<td>Quotes due weekly; final review due 22 October @ 4pm</td>
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<tr>
<td>Final Paper</td>
<td>6,000 Words (however, ~3,000 will be recycled from the previous)</td>
<td>30%</td>
<td>1,2,3,4</td>
<td>1, 2, 3, 4, 5, 6,7, 8, 9, 10, 11</td>
<td>12 November @ 11pm.</td>
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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/](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](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)
<table>
<thead>
<tr>
<th>Week Comencing:</th>
<th>Topic</th>
<th>In Class Workshop</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
<td>References</td>
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<td>-----------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>15 Septemb er</td>
<td>Decolonising Nature</td>
<td>To be determined</td>
<td>To be determined</td>
</tr>
<tr>
<td>29 Septemb er</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 October</td>
<td>Environmental Humanities Guest Lectures</td>
<td>To be determined</td>
<td>To be determined</td>
</tr>
<tr>
<td>13</td>
<td>Student</td>
<td>UNSW Careers</td>
<td>None</td>
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</tbody>
</table>
8. Additional Readings


Plumwood, Val 2009 Nature in the Active Voice. Australian Humanities Review (46):113-
9. 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.

10. 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

11. 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

### 12. 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.