



School of Humanities and Languages

ARTS3240, Environmental Humanities Capstone Semester 2, 2014

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1. Course Staff and Contact Details

Course Convenor			
Name	Paul Munro	Room	Morven Brown Room 351
Phone	9385 8043	Email	paul.munro@unsw.edu.au
Consultation Time	Fridays, 11-12pm, or by appointment		

2. Course Details

Units of Credit (UoC)	6	
Course Description	<p>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.</p> <p>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.</p>	
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.

	4.	Familiarity with the typical means of conducting research in both the humanities and sciences fields.
	5.	Experience in conducting research into an issue of environmental concern from at least one of the disciplinary approaches listed above.
	6.	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
	7.	The skills to clearly articulate a case and coherently present it both via written and oral means.
	8.	The capacity to critically analyse and evaluate knowledge claims in scientific and humanities fields.
	9.	The knowledge to contribute to analysis of environmental controversy.
	10	An ability to solve the methodological and theoretical problems raised by approaching environmental concerns both within and across disciplines.
	11	Skills and experience in devising work schedules and ability to meet tight deadlines.
	12	The skills and knowledge required to interpret and evaluate issues in circumstances of conflicting viewpoint

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 multi-sited 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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Project Proposal	300 words	5%	1	1, 3, 6, 10	3rd September @ 4pm
Practice Fieldnotes	600 words	10%	4	2, 3, 4, 7, 8, 10, 11	10 th September @ 4pm
Key Interview	N/A	15%	3, 4	2, 3, 4, 10	24 th September @ 4pm
Fieldnotes	1,500 words	20%	3, 4	1, 2, 3, 5, 8	15 th October @ 4pm
Literature Review	1,000 Words	20%	2, 4	1, 6, 7, 8, 10, 11	Quotes due weekly; final review due 22 October @ 4pm
Final Paper	6,000 Words (however, ~3,000 will be recycled from the previous	30%	1,2,3,4	1, 2, 3, 4, 5, 6,7, 8, 9, 10, 11	12 November @ 11pm.

	assessments)				

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>

Week Commencing:	Topic	In Class Workshop	Readings
28 July	Introduction and Overview	Introduction to Endnote (Part One) Download Endnote software and bring a laptop to class: https://www.it.unsw.edu.au/students/software/index.html	Rose, D. B., T. van Dooren, M. Chrulew, S. Cooke, M. Kearnes, & E. O’Gorman (2012). ‘Thinking through the environment, unsettling the humanities’ <i>Environmental Humanities</i> , 1(1), 1-5.
4 August	Social Nature	Pick a framework and pick an organism or pick an issue	Demeritt, D. (1998) ‘Science, Social Constructivism, and Nature’ in B. Braun and N. Castree (eds), <i>Remaking Reality: Nature at the Millennium</i> New York: Routledge: 177-197 Lorimer, J. "Multinatural geographies for the Anthropocene." <i>Progress in Human Geography</i> 36.5 (2012): 593-612
11 August	Environmental Histories	Accessing archives – digital and material (visit to the library).	Weiner, D. (2005) A Death-Defying Attempt to Articulate a Coherent Definition of Environmental History, <i>Environmental History</i> , 10(3): 404-420. Endfield, G. H. (2009) ‘Environmental History’ in N. Castree, D. Demeritt, D. Livermann & B. Rhoads (eds.), <i>A Companion to Environmental Geography</i> (pp. 223-237). Sussex: Wiley-Blackwell.
18 August	Multispecies Ethnographies	Endnote part two (how to make a bibliography) plus using Google Scholar and JSTOR effectively.	Kirksey, S. Eben, and Stefan Helmreich. "The Emergence of Multispecies Ethnography." <i>Cultural Anthropology</i> 25, no. 4 (2010): 545-576. Bolender, Karin (2014) "R.A.W. Assmilk Soap" in Kirksey, Eben (ed) <i>The Multispecies Salon</i> . Durham
25 August	Political Ecologies	Consent forms and interviewing	Robbins, P. (2012) “Introduction” in <i>Political Ecology</i> . Chichester, Wiley-Blackwell: 1-8. Peet, R., & Watts, M. (2004a). <i>Liberating Political Ecology</i> . In R. Peet & M. Watts (Eds.), <i>Liberation Ecologies: Environment, Development, Social Movement</i> , 2 nd Edition London: Routledge: (2nd ed., pp. 3-47).

1 September	Ethics and Risk in research	A group ethnography of place? Who lives in the Library Lawn? How do I approach a strange for an interview? How do I use a participant Information Statement and Consent Form? How do I use a digital recorder?	Hay, I. "Ethical Practice in Geographical Research" in N. J. Clifford and G. Valentine (eds), <i>Key Methods in Geography</i> , Sage: London 37-54 Baxter, J., & Eyles, J. (1997). Evaluating qualitative research in social geography: establishing 'rigour' in interview analysis. <i>Transactions of the Institute of British Geographers</i> , 22(4), 505-525.
8 September	An Ethnographic Adventure	The Royal Botanical Garden (Dale Dixon, Herbarium Manager)	Sanjek, Roger. "A Vocabulary for Fieldnotes" In <i>Fieldnotes: The Makings of Anthropology</i> . Ithaca: Cornell University Press, 1990. Clifford, James. "Notes on (Field)Notes." In <i>Fieldnotes: The Makings of Anthropology</i> , edited by Roger Sanjek, 47-70. Ithaca: Cornell University Press, 1990. Marcus, George E. "Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography." <i>Annual Review of Anthropology</i> 24 (1995): 96-117
15 September	Decolonising Nature	To be determined	To be determined
22 September	Memory Practices in the Sciences	Field trip to the Australia Museum Archives	Star, Susan Leigh, and James R. Griesemer. "Institutional Ecology, 'Translation,' and Boundary Objects: Amateurs and Professionals in Berkeley's Museum of Vertebrate Zoology, 1907-1939." <i>Social Studies of Science</i> 19 (1989): 387-420. Blouin Jr, F. X. (2004). History and memory: the problem of the archive. <i>Publications of the Modern Language Association of America</i> , 119, 296-298.
29 September	Mid Semester Break		
6 October	Environmental Humanities Guest Lectures	To be determined	To be determined
13	Student	UNSW Careers	None

October	Presentations	Development	
20 October	Conclusion		To be determined

8. Additional Readings

- Atkins, P. J. *Liquid Materialities: A History of Milk, Science, and the Law*. Farnham, Surrey ; Burlington, VT: Ashgate, 2009.
- Castree, N. and B. Braun (eds) (2001) *Social Nature: Theory, Practice and Politics*, Blackwell Publishing: London.
- Certeau, Michel de, "Reading as Poaching" in. *The Practice of Everyday Life*. Minneapolis: University of Minnesota Press, 1998.
- Clark, N. 2011: *Inhuman Nature: Sociable Life on a Dynamic Planet*. London: Sage.
- Clarke, Adele, and Susan Leigh Star. "The Social Worlds/Arenas/Discourse Framework as a Theory-Methods Package." In *The New Handbook of Science and Technology Studies*, edited by Michael Lynch, Olga Amsterdamska and Ed Hackett, 113-37. Cambridge: MIT Press, 2008.
- Collier, S. J. 2011: *Post-Soviet Social: Neoliberalism, Social Modernity, Biopolitics*: Princeton University Press.
- Cronon, W. (1992) A Place for Stories: Nature, History, and Narrative. *The Journal of American History*, 78(8), 1347-1376.
- Dovers, S. (Ed). 2000. *Environmental History and Policy: Still Settling Australia*. Melbourne: Oxford University Press
- Deleuze, Gilles, and Felix Guattari. *On the Line*. New York: Semiotext(e), 1983.
- Frawley, Jodi (2010) 'Detouring to Grafton: The Sydney Botanic Gardens and the Making of an Australian Urban Aesthetic', *Australian Humanities Review*, 49, November 2010.
- Hayden, C. 2003: *When Nature Goes Public: the Making and Unmaking of Bioprospecting in Mexico*. Princeton: Princeton university Press.
- Hird, M. J. 2009: *The Origins of Sociable Life: Evolution After Science Studies*. Basingstoke: Palgrave Macmillan.
- . 2010: Indifferent Globality: Gaia, Symbiosis and 'Other Worldliness'. *Theory, Culture & Society* 27(2-3): 54-72.
- Kearnes, M, Klauser, F & Lane, S, 2012, 'Risk Research after Fukushima', in Lane, Klauser & Kearnes (ed.), *Critical Risk Research: Practices, Politics and Ethics*, Wiley-Blackwell, Oxford, pp. 1 – 20
- Anderson, B, Kearnes, M, McFarlane, C & Swanton, D, 2012, 'On Assemblages and Geography', *Dialogues in Human Geography*, vol. 2, no. 2, pp. 171 - 189
- Kirksey, S. Eben. "From Rhizome to Banyan." In *Freedom in Entangled Worlds: West Papua and the Architecture of Global Power*, 55-82. Durham: Duke University Press, 2012.
- Kirksey, S. Eben. "Interspecies Love: Being and Becoming with a Common Ant, *Ectatomma Ruidum* (Roger)." In *Humans and Other Animals: Rethinking the Species Interface*, edited by Anette Lanjouw and Raymond Corbey. Cambridge: Cambridge University Press, 2013.
- McNeill, J. R. and A. Roe eds) (2012) *Global Environmental History: An Introductory Reader*, Routledge: London
- Ong, A., and Collier, S., eds. 2005: *Global Assemblages: Technology, Politics and Ethics as Anthropological Problems*. Oxford: Blackwell.
- Pawson, E & Dovers, S 2003, 'Environmental history and the challenges of interdisciplinarity: an Antipodean perspective', *Environment and History*, vol. 9, pp. 53-75.
- Peet, R., P. Robbins, and M. J. Watts (eds) (2012) *Global Political Ecology*, Routledge: London
- Plumwood, Val 2009 Nature in the Active Voice. *Australian Humanities Review* (46):113-

- 129.
- Rabinow, P., and Bennett, G. 2012: *Designing Human Practices: An Experiment with Synthetic Biology*, University of Chicago Press. Chicago.
- Robbins. P. (2012) *Political Ecology*, 2nd Edition, Wiley-Blackwell: London
- Rose, Deborah Bird. *Wild Dog Dreaming: Love and Extinction*. Charlottesville: University of Virginia Press, 2011.
- Rose, Deborah Bird (2012) 'Cosmopolitics: The Kiss of Life', *New Formations*, (76) 101-113.
- Rose, Deborah Bird, and Thom van Dooren. "Unloved Others: Death of the Disregarded in the Time of Extinctions." *Australian Humanities Review Special Issue 50* (2011).
- Stengers, Isabelle. "The Cosmopolitical Proposal." In *Making Things Public: Atmospheres of Democracy*, edited by Bruno Latour and Peter Weibel, MIT Press. Cambridge, Mass: 994-1003.
- Stoekl, A. 2007: *Bataille's Peak: Energy, Religion and Postsustainability*. Minneapolis: University of Minnesota Press.
- Szerszynski, B. 2005: *Nature, Technology and the Sacred*. Oxford: Blackwell.
- . 2012: The end of the end of nature: the anthropocene and the fate of the human. *The Oxford Literary Review* 34(2): 165-84.
- Thomson, James D., E. Allan Herre, J. L. Hamrick, and J. L. Stone. "Genetic Mosaics in Strangler Fig Trees: Implications for Tropical Conservation." *Science* 254 (1991): 1214-16.
- van Dooren, Thom 2011 *Vulture*. London: Reaktion Books Ltd.
- van Dooren, T, 2012, 'Wild Seed, Domesticated Seed: Companion species and the emergence of agriculture', *PAN: Philosophy Activism Nature*, vol. 9, pp. 22 - 28
- Yusoff, K. 2009: Excess, Catastrophe and Climate Change. *Environment and Planning D: Society and Space* 27: 1010-29.
- . 2010: Biopolitical Economies and the Political Aesthetics of Climate Change. *Theory, Culture & Society* 27(2-3): 73-99

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.