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### 1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
<td>Stephen Healy</td>
</tr>
<tr>
<td>Room</td>
<td>MB 319</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 1597</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:s.healy@unsw.edu.au">s.healy@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Weds: 2-3 and Thurs 10-11.</td>
</tr>
</tbody>
</table>

**Lecturer:** As above  
**Tutors:** As above

### 2. Course Details

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

**Course Description**  
ARTS3241 will focus on: what constitutes environmental justice and injustice; how injustice is contested and justice negotiated; the different fissures around which injustice is realised and experienced, and the strategies and tactics different actors adopt to challenge injustice. We will explore the contradictions, dilemmas, and complexities of environmental justice and develop tools to navigate through these. The course content has been designed around case studies that allow you to engage with issues and stakeholders in existing contexts and think of ways you might approach these and/or similar scenarios. The assessments have been designed to reflect the type of research, writing, and in-depth knowledge of a context required for understanding and challenging injustice.

**Course Aims**

1. To critically examine the concept of environmental justice (EJ), its origins, and the multiple ways it can be understood.
2. To analyze in-depth case studies of EJ to gain a comprehensive understanding of context and complexities.
3. To develop analytical and strategic tools to advocate for EJ in different political, social, and economic contexts.

**Student Learning Outcomes**

1. Understand the origins, evolution, and utility of EJ
2. Identify the different fissures around which injustice is produced in the context of environmental change
3. Identify the different contexts where EJ is compromised
4. Engage with the complexities of seeking EJ in different contexts.
5. Provide the opportunity to consider ways that you would do things differently given the opportunity to work on a particular instance of EJ or in a particular location
6. Conduct independent research into agencies of development though the Group Case Study presentation and Case Study write up
7. Further develop critical analytical skills through the weekly evaluation of compulsory readings and the discussion of readings in groups and to the class as a whole.

8. To effectively communicate informed perspectives on the course topics verbally in tutorials and through the group case study assessment.

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>1. the skills involved in scholarly enquiry</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2. an in-depth engagement with EJ in its interdisciplinary context</td>
</tr>
<tr>
<td></td>
<td>3. the capacity for analytical and critical thinking and for creative problem-solving centered around ‘real world’ scenarios</td>
</tr>
<tr>
<td></td>
<td>4. the ability to engage in independent and reflective learning individually and as part of a group</td>
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<td></td>
<td>5. the skills to appropriately locate, evaluate and use relevant information</td>
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<tr>
<td></td>
<td>6. the capacity for enterprise, initiative and creativity in addressing issues in conventional and innovative ways</td>
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<tr>
<td></td>
<td>7. a capacity to contribute to, and work with, the actors pursuing EJ</td>
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<td></td>
<td>8. the skills required for collaborative and multidisciplinary work</td>
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<td></td>
<td>9. a respect for ethical practice and social responsibility</td>
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<tr>
<td></td>
<td>10. the skills of effective communication though whole seminar, group work, and group presentations.</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

The course design ensures that conceptual, theoretical, and historical themes are contextualised and critically applied to contemporary contexts contributing to an inclusive curriculum. The use of case studies throughout the course ensures that students will be introduced to a range of different empirical contexts throughout the course. The course recognises that students have an active role to play in the learning process. Thus the course engages student involvement through seminars, readings, class participation and assessment. The three assessment modes are designed to enable students to reflect on their understanding of the subject and develop vital skills in research and communication; both written and verbal that will be used throughout the course and outside university. The seminars will provide a structured environment to set out and communicate core course content while also providing forum in which students can explore and challenge their opinions and develop new understandings as well as workshop their ideas.

4. Teaching Strategies

The learning outcomes will be addressed through a 3 hour Seminar each week involving both ‘lecture’ style content, group work centered on case studies, and whole class discussion scheduled:

Thursday, 2-5pm JGoods LG21

We will be in small groups from Week 1 and these groups stay the same throughout the semester - so please do not vary your attendance between one seminar and the next week to week. The format of the seminars will vary to a degree each week. I will present ‘lectures’ as gateways into the week’s topic, rather than the last word on the material. The length of time for the ‘lecture’ component may vary from week to week depending on the topic, so please don’t feel that the seminar is easily divisible into ‘lecture and ‘tutorial’ components, one of which is optional and can be skipped and the second which is compulsory. This is not the case.

Attendance at the entire 3 hours seminar is compulsory.

Group work will be constant throughout the semester. In our first class you will be put into groups of 7 or 8 and you will stay in these groups for the entire semester. Not all of the seminar discussions will involve group work, but we will at least spend a portion of the 3 hours each week in groups. There are several reasons for using group work in this course.

The first is that this replicates the type of working environment you will experience in the workplace and in research teams; whether in NGOs, international organisations, government departments, or as part of collectives and social movements. The course is designed at the 300 level and it is important that you gain as much experience as possible working with others collaboratively so that when you are in these situations outside university you will be able to respond and adapt easily to these situations. This links to the UNSW graduate attributes

The second reason is pedagogical. Group work enhances the opportunities for you to participate in the course. The seminar format allows for more participatory learning
rather than the passive learning common in long lectures and brief tutorials. Group work allows you to participate in your groups in the seminar (and outside the seminar through group assignments - see below), the seminar format allows you to participate in whole group discussions with the entire seminar - often after you have had time to work through some of your ideas in your groups, and the ‘lecture’ style will be more open than formalised lectures, with many more opportunities for you to contribute.

In order for this seminar to work you have to be prepared to work collaboratively in your group for at least some of the seminar time each week and outside class. **If you are not prepared to work in groups or find that you are having trouble in your group you need to come and see me as soon as you can.** If you don’t ‘buy in’ to the seminar format, it is very difficult for you to get much out of the course. It is important that you think carefully about this at the very start of the course and come and see me if you have any concerns.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Group Case Study Presentation</td>
<td>20 mins + discussion</td>
<td>35%</td>
<td>1-8</td>
<td>1-10</td>
<td>Week 11 or 12</td>
</tr>
<tr>
<td>Case Study Write Up</td>
<td>2,500 Wds +</td>
<td>25%</td>
<td>1-8</td>
<td>1-10</td>
<td>One week after presentation (weeks 12 or 13)</td>
</tr>
<tr>
<td>Preparation &amp; Participation</td>
<td>Weekly Readings – Quiz online (25%)</td>
<td>40%</td>
<td>1-8</td>
<td>1-10</td>
<td>Quiz Weeks 1-9 [7 rounds]</td>
</tr>
<tr>
<td></td>
<td>Peer &amp; Self Assessment (15%)</td>
<td></td>
<td></td>
<td></td>
<td>End of semester (after case study submission)</td>
</tr>
</tbody>
</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**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://student.unsw.edu.au/grades

**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**

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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. Extension of Time for Submission of Assessment Tasks**

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. 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: https://student.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

## 10. Course Schedule

**To view course timetable, please visit:** http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Seminar Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 2 | **Urban Injustice 1: Resettlement and Beautification** | Bhan, G. (2009), “‘This is no longer the city I once knew’. Evictions, the urban poor and the right to the city in millennial Delhi’, *Environment and Urbanization*, 21 (1), 127-142.  
| Week 3 | **Workshop** | This week we will spend the seminar workshopping your initial ideas for your group case study. Each group will get ~ 10 minutes to discuss their project and we will all |
have the chance to offer feedback for another 10 minutes. Each group also needs to submit to the class a brief summary of their ideas [1/2 a page to one page]. This lets your group head into the break with some **feedback** and ideas to work with. This has run very successfully in various third year courses. More information will be given in class closer to the date.

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Urban Injustice 2: Contention and Contestation</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Transnational Ecologies: Climate, Energy, Activism and the Environment</th>
</tr>
</thead>
</table>
|        | Verhoeven, H. (2011), 'Climate Change, Conflict and Development in Sudan: Global Neo-Malthusian
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Enclosing &amp; Commodifying the Environment 1: bio-piracy, conservation, supply-chains</th>
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</thead>
<tbody>
<tr>
<td>Week 7</td>
<td>Enclosing &amp; Commodifying the Environment 2: sovereignty, community, indigeneity</td>
</tr>
<tr>
<td>Week 8</td>
<td>Ruptured landscapes: tsunamis, floods, dams</td>
</tr>
<tr>
<td>Week</td>
<td>Plural justice/plural environments 1</td>
</tr>
<tr>
<td>------</td>
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</tbody>
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11. Course Resources

In addition to the compulsory reading on the course Moodle site, I recommend you search for readings in the following journals - all available online through the library webpage. This is usually the BEST place to start your search for information rather than large databases and/or the web.

Journals:
- Ambio
- Antipode
- Community Development Journal
- Development
- Conservation and Society
- Development and Change
- Environment and Planning A-D
- Environment and Urbanization
- European Journal of Development Research
- Gender and Development
- International Journal of Urban and Regional Research
- Journal of Development Studies
- Journal of Human Development
- Journal of International Development
- Journal of Peasant Studies
- Oxford Development Studies
- Public Administration and Development
- Race and Class
- Singapore Journal of Tropical Geography
- The Professional Geographer
- Third World Quarterly
- Urban Studies
- World Development

Websites: 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

12. 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.

13. 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
14. 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://student.unsw.edu.au/complaints

15. 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 https://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://student.unsw.edu.au/special-consideration

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.