



Arts & Social
Sciences

School of Humanities and Languages

HPSC5500, Society, Environmental Policy, and Sustainability

Semester 2, Year 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
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

1. Course Staff and Contact Details			
Course Convenor			
Name	Stephen Healy	Room	MB319
Phone	9385 1597	Email	s.healy@unsw.edu.au
Consultation Time	Tuesday 16:30:15:30 Thursday 14:00:15:30		
Lecturer			
Name	Stephen Healy	Room	MB319
Phone	9385 1597	Email	s.healy@unsw.edu.au
Consultation Time	Tuesday 16:30:15:30 Thursday 14:00:15:30 or via email to arrange an appointment		
Tutors			
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>The origins of this course lie in developments in environmental policy and management over the last three decades, and in the history of the concept of sustainability as it has been articulated at local, national and international levels.</p> <p>The most fundamental aim is to take students beyond literacy in environmental matters to understand how to exercise responsibility for making change. Decision makers need to understand the different interpretations of sustainable development that arise from the divergent world-views, preferences, values and interests of key social actors. At the same time critiques of orthodox approaches to environmental management have become more sophisticated undermining traditional assumptions regarding the human-nature relationship, and challenging environmental managers to review the roles of government, markets and citizens.</p> <p>The course will introduce you to a conceptual tool kit for analysing and making sense of the contemporary policy process – framed around the notion of ‘interpretive policy analysis’. This model will help you to explore the underlying terms that structure policy processes and develop an understanding of the social and economic processes that influence policy change. This model will help you to explore ways of making policy development more transparent and socially robust.</p> <p>Our course commences with consideration of the nature of policy processes and decision-making based on principles of Sustainable Development, and builds from this a picture of contemporary debate about sustainability and the resolution of</p>

	<p>environmental crisis. International rhetoric about sustainable development ‘peaked’ at the 1992 Rio Earth Summit, but this followed 30 years of debate inspired by rising ‘green’ consciousness, evident environmental crisis, and policy response across government, markets and communities. The year 2002 saw a further United Nations conference on development and environment take place in Johannesburg, where among other things a rather pessimistic evaluation of progress ten years on from Rio was made. By now international initiatives give intense focus to climate change and related issues.</p> <p>As such ‘top down’ work continues, every level of government and industry across the globe are intent upon making changes in regulations and practices, mostly in a ‘problem solving’ mode. Meanwhile the community sector, including the radical green movement, are vigorously promoting a variety of approaches to participatory governance and decision-making. All of this takes place against the backdrop of the greatest ethical, social, political and technical challenges of our time..... how human society will respond to climate change and the developments this necessitates in energy, water, waste and urban systems more generally (not to mention the immense geopolitical challenge this poses).</p>						
<p>Course Aims</p>	<table border="1"> <tr> <td data-bbox="513 1032 588 1270"> <p>1.</p> </td> <td data-bbox="588 1032 1383 1270"> <p>In the first five weeks of the course, the class will consider broad aspects of policy processes and issues of governance as they relate to environmental decision-making. During these weeks you will give consideration to a case study topic, and also begin a preliminary essay assignment.</p> </td> </tr> <tr> <td data-bbox="513 1270 588 1574"> <p>2.</p> </td> <td data-bbox="588 1270 1383 1574"> <p>Across weeks 3-10, we will hold a series of seminars (which you will help to present), interspersed with independent research and presentations by guest speakers. In these, we will debate key issues in environmental decision-making, and explore how environmental policy cycles operate. You will also advance your final and most important assignment – your case study.</p> </td> </tr> <tr> <td data-bbox="513 1574 588 1845"> <p>3.</p> </td> <td data-bbox="588 1574 1383 1845"> <p>In the final three weeks of the course, we will bring together the ideas developed during the seminars, and consider trends and possibilities in contemporary environmental decision-making. You will give a verbal presentation on your case study, after which you will work towards a final submission of a case study report – which will be due one week after classes end.</p> </td> </tr> </table>	<p>1.</p>	<p>In the first five weeks of the course, the class will consider broad aspects of policy processes and issues of governance as they relate to environmental decision-making. During these weeks you will give consideration to a case study topic, and also begin a preliminary essay assignment.</p>	<p>2.</p>	<p>Across weeks 3-10, we will hold a series of seminars (which you will help to present), interspersed with independent research and presentations by guest speakers. In these, we will debate key issues in environmental decision-making, and explore how environmental policy cycles operate. You will also advance your final and most important assignment – your case study.</p>	<p>3.</p>	<p>In the final three weeks of the course, we will bring together the ideas developed during the seminars, and consider trends and possibilities in contemporary environmental decision-making. You will give a verbal presentation on your case study, after which you will work towards a final submission of a case study report – which will be due one week after classes end.</p>
<p>1.</p>	<p>In the first five weeks of the course, the class will consider broad aspects of policy processes and issues of governance as they relate to environmental decision-making. During these weeks you will give consideration to a case study topic, and also begin a preliminary essay assignment.</p>						
<p>2.</p>	<p>Across weeks 3-10, we will hold a series of seminars (which you will help to present), interspersed with independent research and presentations by guest speakers. In these, we will debate key issues in environmental decision-making, and explore how environmental policy cycles operate. You will also advance your final and most important assignment – your case study.</p>						
<p>3.</p>	<p>In the final three weeks of the course, we will bring together the ideas developed during the seminars, and consider trends and possibilities in contemporary environmental decision-making. You will give a verbal presentation on your case study, after which you will work towards a final submission of a case study report – which will be due one week after classes end.</p>						
<p>Student Learning Outcomes</p>	<table border="1"> <tr> <td data-bbox="513 1845 588 1995"> <p>1.</p> </td> <td data-bbox="588 1845 1383 1995"> <p>assess environmental policy and decision making processes (in government, industry, and community sectors)</p> </td> </tr> <tr> <td data-bbox="513 1995 588 2027"> <p>2.</p> </td> <td data-bbox="588 1995 1383 2027"> <p>identify and discuss key streams of thought and action in</p> </td> </tr> </table>	<p>1.</p>	<p>assess environmental policy and decision making processes (in government, industry, and community sectors)</p>	<p>2.</p>	<p>identify and discuss key streams of thought and action in</p>		
<p>1.</p>	<p>assess environmental policy and decision making processes (in government, industry, and community sectors)</p>						
<p>2.</p>	<p>identify and discuss key streams of thought and action in</p>						

		the environmental arena
	3.	analyse the relevance and application of these 'streams' in decision making processes
	4.	discuss better undertake policy analysis
	5.	better undertake critical debate

3. Learning and Teaching Rationale

In the first five weeks of the course, the class will consider broad aspects of policy processes and issues of governance as they relate to environmental decision-making. During these weeks you will give consideration to a case study topic, and also begin a preliminary essay assignment.

Across weeks 3-10, we will hold a series of seminars (which you will help to present), interspersed with independent research and presentations by guest speakers. In these, we will debate key issues in environmental decision-making, and explore how environmental policy cycles operate. You will also advance your final and most important assignment – your case study.

In the final three weeks of the course, we will bring together the ideas developed during the seminars, and consider trends and possibilities in contemporary environmental decision-making. You will give a verbal presentation on your case study, after which you will work towards a final submission of a case study report – which will be due one week after classes end.

4. Teaching Strategies

Lectures and structured seminar discussions will require students to critically apply interpretive concepts facilitating the development of critical thinking. The written assessments and seminar presentations will enable students to develop research skills and critical thinking through the lens of topics particularly interesting to them. In addition to feedback on the written assessments and the seminar presentation the latter enables feedback from both peers and the lecturer.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Preliminary Assignment The essay topics will be released during the second week of the course.	1500 word paper	20%	The preliminary assignment is designed to ensure that you have made a good start to the course and are getting to grips with the reading and conceptual vocabulary. You will be required to choose from a range of essay topics		Due in class in Week 5 You will be required to submit your essay in class on 26th August 2014.
Seminar Presentation		15%	You will be required to present a summary of key themes from the course readings between weeks 3-10. Details of the assessment task will be released in week		

			2 of the course.		
Case Study: Written Progress report	500 Words	10%	<p>Once you have a topic closely defined, you should conduct in-depth research, refine the approach, and think about how to structure and present your case study. Keep in mind that during this time, we will be working systematically through the course readings, and this will have implications for your case study work, as you encounter new ideas.</p> <p>In progress report you should:</p> <ul style="list-style-type: none"> •Give your case study a title •Summarise in about 100 words why your chosen case study is important, and how it relates to your professional situation (if it does) •Outline in no more than 300 words the approach you are taking, and how you intend to use any particular framework(s) for your analysis. This should include brief notes about what you expect to discover from your analysis. •Make a list of research tasks which remain, and identify any problems you are encountering 		Written Progress Report due on 16th September 2014.
Case Study; Verbal Report Students will be required to make a verbal		15%	You will present a 15-minute overview of your case study in class in one of these weeks. Although you		Verbal report week 11 or 12;

<p>presentation of their case study in the final two weeks of class</p>			<p>must be well advanced with your final written report, you need not prepare anything for the verbal presentation other than, say, writing down five or six key points that convey the important aspects, as an aid to your presentation.</p>		
<p>Case Study: Final Written Report</p>	<p>5000 Words</p>	<p>40%</p>	<p>High marks will be given for reports which are well structured, which frame up some key questions having regard to theoretical ideas, which demonstrate careful research, which are well expressed, and which draw well-supported conclusions. You should use a critical and analytical approach, and avoid lengthy description. You may want to reflect on the implications for your own professional situation – though this is not essential.</p> <p>You must provide a bibliography, and be sure that you state your sources using one of the standard approaches. You may want to attach appendices. You should attempt a reasonable level of final production of the document, but DON'T present your work in elaborate bindings or plastic covers – a staple in the corner and</p>		<p>Final written report due 24st October 2014.</p>

			double sided copying is greatly preferred.		
<p>Case Study</p> <p>The case study component of the course should be regarded as a major piece of work that you will tackle across the whole session, and in which you ultimately bring together your own ideas and conclusions from the whole course.</p> <p>We are proposing that the case study work should revolve around some aspect of your professional life, and/or your particular interests. If you are an international student, we encourage you to develop a case study of relevance to your own country.</p> <p>There are three specific aspects of the case study that together will contribute to 65% of your overall grade for the course.</p> <p>Instructions for the case study will be released in week 4 of the course.</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.

For each of the written assignment tasks you will need to **submit two copies – 1 paper copy and 1 electronic copy.**

Your preliminary assignment and written progress reports will be due in class, and can be submitted during the seminars.

Your final report is due the end of Week 12 (e.g. by 4 pm October 24) can either be delivered directly to Stephen Healy or submitted in the assignment box outside the School of Humanities and Languages School Office (Level 2 Morven Brown Building).

In addition to submitting a paper copy of your written work you will also be required to submit an electronic copy to Stephen by the due date.

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.

A student may apply to the Lecturer for an extension to the submission date of an assignment. Requests for extension must be made on the appropriate form and before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

Assignment Collection

Assignments should be collected from your lecturer and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address.

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	
<i>To view course timetable, please visit: http://www.timetable.unsw.edu.au/</i>	
Week Commencing:	Topic
Week1 -29/07	Introductory Seminar: Course aims, learning approach, core problems in environmental policy.
Week2 – 05/08	Overview Seminar: a history of environmental politics and policy making.
Week 3 – 12/08	Seminar: Interpretive Policy Analysis Student Presentation (group 1)
Week4 – 19/08	Seminar: Participation, deliberation and transparency in environmental decision making Student Presentation (group 2) Define Case Study Topics.
Week5 - 26/08	Guest Seminar: Student Presentation (group 3) Preliminary Assignment due.
Week 6 – 02/09	Seminar: The politics of expertise in environmental decision making Student Presentation (group 4)
Week 7- 09/09	Energy policy Student Presentation (group 5)
Week 8 – 16/09	Guest Seminar Student Presentation (group 7) Submit written Case Study Progress Reports
Week 9 – 23/09	Seminar: Seminar: geoengineering the weather: sustainable climate solution? Student Presentation (group 6)
	No class: Mid Session Recess
Week 10 – 07/10	Seminar: Bringing it all together: Australian environmental decision making and policy
Week11 – 14/10	Case Study Presentations.
Week 12 – 21/10	Case Study Presentations.

9. Course Resources

Your learning in this course will be facilitated by the following:

- Foundational course readings available via the course Moodle site and a range of recommended readings (see below)
- Material which you gather through your own research
- Information and ideas exchanged with other students and the course teachers
- Other important resources include libraries run by state and local governments or by corporations.

Textbook Details

There is no set textbook for this course. A set of key readings will be available throughout the course via the Moodle site. These readings will constitute the core material for the course and will be the subject of our discussions throughout the course.

In addition to the general bibliography provided below, the following texts will be used extensively throughout the course. Whilst these books are available in the library you may want to purchase these books from the bookshop. Each of these texts provides a useful set of introductory readings on contemporary environmental policy making.

These books include:

1. Dovers, S. 2005: Environment and Sustainability Policy: Creation, Implementation, Evaluation. Sydney: The Federation Press.
2. Dryzek, J. S., and Schlosberg, D. 2005: Debating the Earth: The Environmental Politics Reader. Oxford: Oxford University Press.
3. Harding, R., Hendriks, C., and Faruqi, M., eds. 2009: Environmental Decision-Making Exploring complexity and Context. Sydney: Federation Press, Sydney.

Journals

Environmental matters have found their way into a great variety of academic journals. There are several devoted entirely to Environmental themes, among these Environment, Journal of Environmental Management, Environmental Policy and Global Environmental Change. The annual Worldwatch Institute reports titled State of the World also constitute a good series of interdisciplinary papers.

You will be given further guidance towards relevant journals throughout the course.

Websites

There are thousands of world wide web sites, discussion groups, mailing lists, newsletters and journals about the environment and sustainable development. Specific references will be given throughout the course.

The Institute of Environmental Studies at UNSW is also an important source of information, and can be accessed via the Internet on <http://ies.web.unsw.edu.au/>. You may also want to visit the UNSW web site: <http://www.unsw.edu.au>

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>

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.