School of Humanities and Languages

HPSC5500, Society, Environmental Policy, and Sustainability
Semester 2, Year 2015

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1. Course Staff and Contact Details

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<tr>
<th>Course Convenor</th>
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<tr>
<td>Name</td>
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<td>Room</td>
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<td>Phone</td>
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<td>Email</td>
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<td>Consultation Time</td>
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2. Course Details

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

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.

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 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.

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).

### Course Aims

1. 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.

2. 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.

3. 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.

### Student Learning Outcomes

1. Assess environmental policy and decision making processes (in government, industry, and community sectors)

2. Identify and discuss key streams of thought and action in the environmental arena.

3. Analyse the relevance and application of these ‘streams’ in decision making processes

4. Discuss and better undertake policy analysis.

5. Better undertake critical debate.
3. Learning and Teaching Rationale

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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

<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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<tr>
<td>Preliminary Assignment</td>
<td>1500 word</td>
<td>20%</td>
<td>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.</td>
<td></td>
<td>Due in class in Week 5 You will be required to submit your essay in class on 25th August 2015.</td>
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<tr>
<td>Seminar Presentation</td>
<td></td>
<td>15%</td>
<td>You will be required to present a summary of key themes from the course readings</td>
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between weeks 3-10. Details of the assessment task will be released in week 2 of the course.

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.

In progress report you should:

• 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.

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<tr>
<th>Case Study; Written Progress report</th>
<th>500 Words</th>
<th>10%</th>
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Written Progress Report due on 15th September 2015.

Case Study; Verbal Report 15% You will present a 15-minute overview

Verbal report week
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<th>Students will be required to make a verbal presentation of their case study in the final two weeks of class</th>
<th>of your case study in class in one of these weeks. Although you 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.</th>
<th>11 or 12;</th>
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<tr>
<td><strong>Case Study:</strong> <strong>Final Written Report</strong></td>
<td>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. 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</td>
<td>Final written report due 23rd October 2015.</td>
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Case Study
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.

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.

There are three specific aspects of the case study that together will contribute to 65% of your overall grade for the course.

Instructions for the case study will be released in week 4 of the course.

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://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.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

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

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_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.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

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<th>Week Commencing:</th>
<th>Topic</th>
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<tr>
<td>Week1 - 28/07</td>
<td>Introductory Seminar: Course aims, learning approach, core problems in environmental policy. Introductory Seminar: Course aims, learning approach, core problems in environmental policy.</td>
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<tr>
<td>Week2 – 04/08</td>
<td>Overview Seminar: a history of environmental politics and policy</td>
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<td>Week 3 – 11/08</td>
<td>Seminar: Interpretive Policy Analysis Student Presentation (group 1)</td>
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<tr>
<td>Week 4 – 18/08</td>
<td>Seminar: Participation, deliberation and transparency in environmental decision making Student Presentation (group 2) Define Case Study Topics.</td>
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<tr>
<td>Week 5 – 25/08</td>
<td>Guest Seminar: Student Presentation (group 3) Preliminary Assignment due.</td>
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<td>Week 6 – 01/09</td>
<td>Seminar: The politics of expertise in environmental decision making Student Presentation (group 4)</td>
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<td>Week 7 – 08/09</td>
<td>Energy policy Student Presentation (group 5)</td>
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<td>Week 8 – 15/09</td>
<td>Guest Seminar Student Presentation (group 7) Submit written Case Study Progress Reports</td>
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<tr>
<td>Week 9 – 22/09</td>
<td>Seminar: Geoengineering the weather: sustainable climate solution? Student Presentation (group 6)</td>
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<tr>
<td>Week 10 – 06/10</td>
<td>Seminar: Bringing it all together: Australian environmental decision making and policy</td>
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<tr>
<td>Week 11 – 13/10</td>
<td>Case Study Presentations.</td>
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<tr>
<td>Week 12 – 20/10</td>
<td>Case Study Presentations.</td>
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### 11. 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:

3. Harding, R., Hendriks, C., and Faruqi, M., eds. 2009: Environmental Decision-

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<th>Journals</th>
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<td>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.</td>
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<th>Websites</th>
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<td>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 <a href="http://ies.web.unsw.edu.au/">http://ies.web.unsw.edu.au/</a>. You may also want to visit the UNSW web site: <a href="http://www.unsw.edu.au">http://www.unsw.edu.au</a></td>
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### 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](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://my.unsw.edu.au/student/atoz/Complaints.html](https://my.unsw.edu.au/student/atoz/Complaints.html)

### 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:
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.