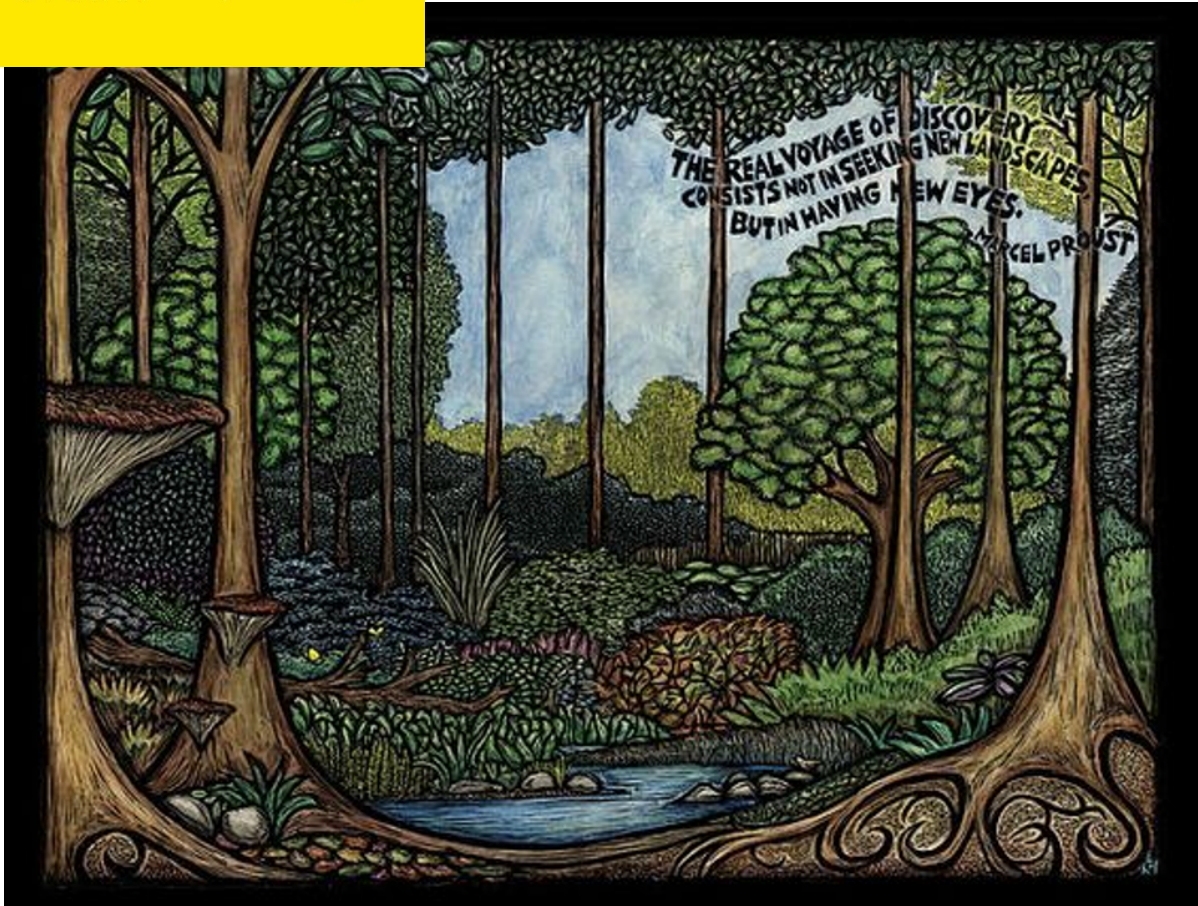




UNSW
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IEST5003

Addressing Environmental Issues: Pathways to Change-Making

Term Three // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Laura McLauchlan	laura.mclauchlan@unsw.edu.au	by request	Morven Brown 269	please use email

School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 5pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: hal@unsw.edu.au

Course Details

Credit Points 6

Summary of the Course

In this course, you will look at how you can apply the frameworks and insights you have gained in your postgraduate environment and society studies to the environmental issues you care about most. The course uses an interdisciplinary approach in which you are encouraged to attend to the complexity of environmental issues and to develop effective proposals for action. While the course touches on a wide range of frameworks introduced throughout your preceding courses, you will develop several in greater depth in response to your interests and future career and research plans. You will learn about the nature of and need for multi- or trans-disciplinary approaches to addressing environment and society problems of local, national, and/or global importance. You will be supported to explore case studies and approaches that you intend to engage in your change-making and leadership work after you finish your coursework.

Course Learning Outcomes

1. Demonstrate an advanced understanding of the entanglements of cultural, political-economic, and technical factors in environmental issues
2. Synthesise and use theoretical approaches to evaluate the effectiveness of contemporary practices of environmental leadership, management and change-making
3. Exhibit capability for independent and collaborative inquiry into real world environmental issues
4. Demonstrate effective verbal and/or written communication to a diverse range of audiences
5. Demonstrate an understanding of, and the ability to apply, reflexive and responsible practices of just and collaborative leadership in environment and society

Teaching Strategies

This course uses both in-class discussions and lectures, complemented by on-line exchange of ideas via Moodle, to support the development of independent research projects. Weekly blogs are used to help you integrate diverse environmental knowledges and to encourage you to develop your creativity and skill in applying your learnings and experiences to real-life situations.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Weekly Reflections	30%	Not Applicable	1,2,3
Case Study Presentation	20%	13/10/2020 06:00 PM	3,4
Final Report	50%	24/11/2020 06:00 PM	1,2,3,5

Assessment Details

Assessment 1: Weekly Reflections

Start date: Not Applicable

Details:

Weekly short written summaries for distance and on-campus students, with short online feedback given, for 9 weeks ~250 words per week.

Additional details:

Throughout the course, you will produce short reflections aimed to deepen your engagement with what you have learned in the MEM and to encourage you to develop your creativity and skill in applying your learnings to real-life situations. You will post your reflections on Moodle each week the day before class.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Case Study Presentation

Start date:

Details:

30 mins class presentation or for distance one week leading an online forum. Written group feedback will be given.

Additional details:

This assignment will encourage you to use the most relevant frameworks from the program to analyse and explain environmental issue you are passionate about. Your group will choose one or two readings or key concepts that you have really loved from your time in the MEM. You will then apply it to a particular environmental issue to show for us how it makes that issue really come to life. In your presentation, you will teach us the key elements of your theory/reading/framework and reflect on what it

helped you to see in your case study.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Final Report

Start date:

Details:

Students will be required to submit a 2000 word final report based on investigation/analysis of an environmental issue of their choice.

Written feedback will be given.

Attendance Requirements

Attendance of Seminars is mandatory in this course. Unexcused absence from more than 20% of seminars will result in the award of a fail grade. In the Seminar you will actively engage with core course content, enabling you to attain CLOs 1, 4 and 5.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
0 Week: 8 September - 9 September		
Week 1: 14 September - 18 September	Seminar	<p>Seminar 1: Introduction to Addressing: Reviewing your learning in the MEM.</p> <ul style="list-style-type: none"> • Part 1: Reviewing lenses: we will look at what frameworks/theories/lenses you have found most enlivening and useful throughout your degree? • Part 2: What issues do you care most about? What do we want to do in the world? Looking at the diversity of issues that we care about most. • Part 3: Thinking towards next week and the rest of the course: overview of assignments
Week 2: 21 September - 25 September	Seminar	<p>Seminar 2: Thought leadership in complex worlds and developing reflexive expertise</p> <ul style="list-style-type: none"> • What is an issue? How do we approach it in ways that refuse to be reductive? In this class we will address complexity and analytical strategy. How do we support ourselves to address environmental issues with real rigour and power?
Week 3: 28 September - 2 October	Seminar	<p>Seminar 3: Limits and uses of theory</p> <ul style="list-style-type: none"> • What does a theory help us to see? How do we apply frameworks to issues? Which frameworks, when? How do we know when we know enough? How do we know which framework is the most useful? A practical exercise in applying theory to an issue and seeing what it can do.
Week 4: 5 October - 9 October	Seminar	<p>Seminar 4: Research power session and avenues to real world application</p>

		TBA
Week 5: 12 October - 16 October	Seminar	<p>Seminar 5: Case study presentations</p> <p>CASE STUDY PRESENTATIONS DUE, During class</p> <ul style="list-style-type: none"> • Student presentations! In your groups you will teach us something from your readings/learnings conversations that you feel we really need to know by applying your reading/lens/theory to a case study that matters to you.
Week 6: 19 October - 23 October	Seminar	<p>Seminar 6: Final Report Workshop 1 – making change</p> <ul style="list-style-type: none"> • In this seminar, we will return to what you care about with an eye to your final reports. With these topics in mind, we will specifically look at change-making and asking how academic studies and research-informed work can make changes in the world
Week 7: 26 October - 30 October	Seminar	<p>Seminar 7: Final Report Workshop 2 – situating our knowledge and ourselves</p> <ul style="list-style-type: none"> • This workshop is all about thinking about who we are as researchers and change makers so we can do that as powerfully as possible What are the commitments we bring with us? What is leadership? How can we find our own leadership in environmental issues? Can we lead collectively? How does our personhood play out in our research? What are the challenges that we face? How can we get the support we need to overcome them?
Week 8: 2 November - 6 November	Seminar	<p>Seminar 8: Work in progress workshop: sharing and supporting our final projects</p> <ul style="list-style-type: none"> • You will share how your work is going in small groups, what you are finding and what you are still hoping to work on. You will receive feedback from two-three classmates on where your project is at and what you might like to work on in order to engage effectively and insightfully with your chosen environmental issue.
Week 9: 9 November - 13 November	Seminar	<p>Seminar 9: Collecting from and responding to your projects</p>

		<ul style="list-style-type: none"> • In this lecture, Laura will pull together some of the strands as you presented them in your case studies as well as reflecting on and encouraging you to deepen the work emerging in your proposals. • Here you will be encouraged to really wrestle with the provocations offered and keep on developing your expertise and reflexivity.
Week 10: 16 November - 20 November	Seminar	<p>Seminar 10: Conclusions, reflections, connections</p> <ul style="list-style-type: none"> • This will be our final session together to encourage one another in our work. Bring along all your questions and enthusiasms!

Resources

Prescribed Resources

Please refer to Moodle for details.

Recommended Resources

Please refer to Moodle for details.

Course Evaluation and Development

Formal feedback is gathered through the my Experience link available in Moodle at the end of the course.

Informal feedback is welcomed throughout the course through either email, Moodle, or face to face engagement. Past feedback has allowed Laura to make improvements to lecture slide readability and to improve the quality of lecture recordings for online students. Addressing is a course that is intended to be responsive to your needs and interests. Please let Laura know as soon as you see something that could be improved so that the whole class can get the benefits of your good ideas!

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.