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IEST5500

Environmental Participation: Publics & the Power to Change

Term Three // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Matthew Kearnes	m.kearnes@unsw.edu.au	by appointment	MB317	x51010

School Contact Information

School of Humanities and Languages

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Course Details

Credit Points 6

Summary of the Course

Calls for public participation in, and indeed the democratisation of, decision-making have become a hallmark of contemporary environmental politics, policy, and practice. Many contemporary environmental issues are characterised by institutional commitments to fostering public engagement and participation in decision-making together with greater transparency in the deployment of scientific and policy expertise. However, despite notable successes, such developments often fail to enhance public trust and build more socially responsive and responsible forms of environmental policy and regulation. Outside these institutionally sanctioned spaces of formal consultation, new public collectives function to create spaces of participation that are resistant to processes of political closure and public capture. These insurgent formations call into question normative commitments to institutional accountability and transparency, while also enacting novel participatory collectives situated across a multitude of socio-political sites. While an array of environmental knowledges – both progressive and reactionary – jostle for recognition and political prominence, in this course you will explore ways in which the work of assembling diverse publics capable of testifying to the violence of environmental disruption, and of crafting resilient and emancipatory futures, is indicative of the enduring compulsion toward participation in environmental issues. You will consider these issues through engagement with environmental participation theory and practice, and through direct engagement of a range of real-world examples. You will examine how the right to participate in environmental issues that affect you – codified in the Rio Declaration – raises profound questions concerning contemporary democracy, representation, expertise, and activism. You will develop your own advocacy skills and practical skills for designing and coordinating community participation and engagement initiatives.

Course Learning Outcomes

1. Synthesise contemporary theory and practice of environmental participation
2. Apply understandings of environmental participation to the analysis of real-world examples and case studies
3. Critically articulate both the limitations and potentials of environmental participation
4. Design new models and approaches to environmental participation

Teaching Strategies

This course introduces you to, and critically engages you with, current research and practice in the area of public participation in contemporary environmental politics and policy. The course utilises discussions and exercises to provide real-world examples of public engagement practice and explore theoretical and methodological debates in the field of public participation in broader institutional and cultural contexts.

Assessment

The major pieces of assessment for IEST5500 will be based around two major case studies that will be introduced at the beginning of the course.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Online Posts	30%	Ongoing	1,2
Presentation	20%	Not Applicable	1,2,3
Report	50%	27/11/2020 11:00 PM	1,2,3,4

Assessment Details

Assessment 1: Online Posts

Start date: Not Applicable

Details:

Participation in an online weekly discussion based around course readings of approximately 200 words per week (total = 2,000). Written feedback will be provided.

Assessment 2: Presentation

Start date: Not Applicable

Details:

Student-directed presentation reflecting on public participation processes (approximately 10 mins). Online presentation will also be enabled for students studying remotely. Written feedback will be provided.

Assessment 3: Report

Start date: Not Applicable

Length: 3000 words

Details:

Major piece of original research using a case study focused on public participation in an environmental issue (approximately 2,500 words). Written feedback with rubric. Final assessment.

Additional details:

The Final Report for IEST5500 should be regarded as a major piece of work that entails a significant body of individual research, in addition to demonstrating your grasp of, and engagement with, course materials. The object of the report is to enable you to bring together your own ideas and conclusions from the whole course. In short, we expect you to apply key theoretical ideas about the underlying social, political and economic processes that shape environmental policy-making in your case study.

Specific instructions will be provided via the course Moodle site.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 14 September - 18 September	Seminar	Introductory Seminar: Course aims, learning approach, core problems in environmental policy
	Online Activity	A series of online activities will be available on the course Moodle site, for you to complete during the Term.
Week 2: 21 September - 25 September	Seminar	Course research projects - public participation in environmental contamination and transition.
Week 3: 28 September - 2 October	Seminar	Conceptualising Environmental Policy and Participation
Week 4: 5 October - 9 October	Homework	No Classes - Public Holiday Online research activity – frameworks for environmental participation
Week 5: 12 October - 16 October	Seminar	The politics of expertise in environmental decision making
Week 6: 19 October - 23 October	Seminar	Participation, deliberation and transparency in environmental decision making
Week 7: 26 October - 30 October	Seminar	Knowledge Pluralism in environmental participation
Week 8: 2 November - 6 November	Seminar	Citizen Arts and Science and Collaborative Environmental Practice
Week 9: 9 November - 13 November	Seminar	Refusal to participate?
Week 10: 16 November - 20 November	Seminar	Bringing it all together – environmental policy and participation futures

Resources

Prescribed Resources

Course readings will be available via Moodle.

Recommended Resources

Additional resources and readings include:

- Brown, M. 2009: *Science in Democracy: Expertise, Institutions, and Representation*: MIT Press.
- Callon, M., Lascoumes, P., and Barthe, Y. 2009: *Acting in an Uncertain World: An Essay on Technical Democracy*. Cambridge, M. A.: The MIT Press.
- Chilvers, J., and Kearnes, M., eds. 2016: *Remaking Participation: Science, Environment and Emergent Publics*. Abingdon, Oxon: Routledge.
- Cooke, B., and Kothari, U., eds. 2001: *Participation: The New Tyranny?* London: Zed Books.
- Eden, S. 2017: *Environmental Publics*. London: Routledge.
- Epstein, S. 1996: *Impure Science: AIDS, Activism and the Politics of Knowledge*. Berkeley, C.A.: university of California Press.
- Ezrahi, Y. 1990: *The Descent of Icarus: Science and the Transformation of Contemporary Democracy*. Cambridge, MA: Harvard University Press.
- ———. 2012: *Imagined Democracies: Necessary Political Fictions*. Cambridge: Cambridge University Press.
- Felt, U., Fouché, R., Miller, C. A., and Smith-Doerr, L., eds. 2017: *The Handbook of Science and Technology Studies: Fourth Edition*. Cambridge, M.A.: MIT Press.
- Gabrys, J. 2016: *Program Earth: Environmental Sensing Technology and the Making of a Computational Planet*. Minneapolis: University of Minnesota Press.
- Hackett, E. J., Amsterdamska, O., Lynch, M., and Wajcman, J., eds. 2008: *The Handbook of Science and Technology Studies - Third Edition*. Cambridge, M.A.: The MIT Press.
- Jasanoff, S. 2012: *Science and Public Reason*. London: Routledge.
- Jasanoff, S., Markle, G. E., Petersen, J. C., and Pinch, T., eds. 1995: *Handbook of Science and Technology Studies*. Thousand Oaks, Calif: Sage.
- Landström, C. 2019: *Environmental Participation: Practices engaging the public with science and governance*: Springer.
- Leach, M., Scoones, I., and Wynne, B., eds. 2005: *Science and Citizens: Globalization and the Challenge of Engagement*. London: Zed Books.
- Marres, N. 2012: *Material Participation: Technology, the Environment and Everyday Publics*. Basingstoke: Palgrave.

Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. Students are encouraged to complete their surveys by accessing the personalised web link via the Moodle course site

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/>

Image Credit

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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.