



IEST5003

Addressing Environmental Issues: Pathways to Change-Making

Term Two // 2021

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

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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%	Not Applicable	3, 4
Final Report	50%	12/08/2021 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: Not Applicable

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 theories from the course readings to analyse and explain an environmental issue you are passionate about. Each group (or individual, depending on numbers) will be given the readings from a particular week and, in that week, will lead a focused discussion applying one or two concepts from the readings to a case study of their choice. In your presentation, you will teach us the key elements of your theory/framework and encourage the class

to reflect on what it helps them to see in the case study.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Final Report

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

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

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 31 May - 4 June	Seminar	<p>Seminar 1: Introduction to Addressing: Connecting to what you care about most!</p> <p>The heart of this course is about taking what you've already learned in the MEM and applying it to a real-world issue that matters deeply to you. There are a diversity of ways you can do this! (podcasts! reports! films! art!). In part 2 we will discuss these options. In part 1 we will be meeting each other and really connecting to the environmental change you would most love to be affecting in the world.</p> <ul style="list-style-type: none">• Part 1: 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 2: Thinking towards next week and the rest of the course: overview of assignments and looking at what is possible!
Week 2: 7 June - 11 June	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? How do we support ourselves to address environmental issues with real rigour and power? In this class we will address complexity and analytical strategy to support you to address your environmental issue in ways that matter.• We will also start to think about the (living!) environmental leaders that you admire most. How can we connect with them in this class? Let's brainstorm and start working on getting brave enough to invite them along!
Week 3: 15 June - 18 June	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

		<p>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? What does it mean to situate our knowledge, and why does it matter? We will go through a practical exercise in applying theory to an issue and seeing what different lenses allow us to see. Then the tables turn back to you: what lens do you want to apply to your environmental issue and why?</p>
Week 4: 21 June - 25 June	Seminar	<p>Seminar 4: Research power session and avenues to real world application</p> <p>In this week, we will go through some hints and tips for how to conduct your research, look at any gaps in your skill base that you might want to fill and get thinking about how to make your research help you to connect to the worlds you want to be in after you've finished your degree!</p>
Week 5: 28 June - 2 July	Homework	<p>Week 5: Research week:</p> <p>in this week, we will not be having a formal seminar. Instead, students will arrange for one-on-one meetings with Laura at a mutually convenient time. Students are encouraged to think about their final projects and work up a research strategy. Laura will be available for 20 min consults with all students--I look forward to hearing your plans! We will be sharing about your plans in class next week.</p>
Week 6: 5 July - 9 July	Seminar	<p>Seminar 6: Collegiality day!</p> <p>This week, we will be making the most of the brains trust in our class. You will do an informal presentation of what you are doing your final project on and receive formal feedback from two of your peers. This session is all about learning to express yourself really clearly and to collaborate with the folks around you!</p> <p>Understanding all the projects we are doing in this class is a vital part of making sure that the final four seminars are able to speak to and respond to the environmental issues we are all addressing. The class from here on in will be continually referring back to and learning from your projects as they develop.</p>
Week 7: 12 July - 16 July	Seminar	<p>Seminar 7: Making change</p>

		In this seminar, we will look at the art and science of change making. How do we sustain ourselves while making change? What do we want to target and why? What is a theory of change and why does it matter? With an eye to your final reports, we will specifically look at change-making and asking how academic studies and research-informed work can contribute to environmental healing in the world
Week 8: 19 July - 23 July	Seminar	<p>Seminar 8: Finding our leadership in addressing environmental issues</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 sort of leadership do we want to embody in the world? 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 9: 26 July - 30 July	Seminar	<p>Seminar 9: Work in progress workshop: sharing and supporting where we are at with our final projects</p> <ul style="list-style-type: none"> • In this workshop, you will share how your work is going in small groups, what you are finding and what you are still hoping to work on. • Dotted throughout this workshop, 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 your work. • Here you will be encouraged to really wrestle with the provocations offered and keep on developing your expertise and reflexivity.
Week 10: 2 August - 6 August	Seminar	<p>Seminar 10: Collecting from and responding to your projects</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. All course readings will be available on Leganto.

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.