ARTS1241

Environmental Advocacy and Activism

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Professor Judy Motion	j.motion@unsw.edu.au	Tuesday 2-4	Morven Brown room 352	61 2 9385 4857

Lecturers

Name	Email	Availability	Location	Phone
Dr Marilu Melo	marilu.melo@unsw.edu.au			

Tutors

Name	Email	Availability	Location	Phone
Laura McLauchlan	laura.mclaughlan@unsw.edu.au			

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

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

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, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

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.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; 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/

Course Details

Credit Points 6

Summary of the Course

Subject Area: *Environmental Humanities*

Environmental Advocacy and Activism offers you an opportunity to examine how environmental politics play out within society. You will examine advocacy and activism campaigns and case studies focusing on mapping the evolution of a controversy, teasing out the distinctions between advocacy and activism, analysing the role of popular culture, managing social and traditional media and identifying successful interventions that have an impact on environmental policy and decision making processes. Key questions that you will explore during the course include How do citizens make sense of and respond to initiatives that have potentially damaging consequences for society?; How do science, business and activists attempt to persuade?; How are power relations invoked, challenged and negated within environmental advocacy and activist campaigns?; and What role does popular culture play in creating and sustaining particular valuing systems and cultures?'

At the conclusion of this course the student will be able to

1. Discuss environmental controversy and social change from multiple disciplinary perspectives.
2. Apply salient theories to make sense of knowledge claims, cultural practices, and fundamental questions of politics, meaning, and value as they pertain to advocacy and activism.
3. Examine how governance structures, priorities and power relations enable and constrain environmental advocacy and activism.
4. Evaluate the counter narratives deployed within activist campaigns.
5. Analyse the role of culture and media in influencing and mobilising public opinion relating to environmental issues.

Teaching Strategies

The course is taught as a two hour lecture and a one hour tutorial. In the lectures a problem based learning approach will be adopted that enables you to discuss an environmental problem or controversy, defend your analysis, make recommendations and potentially solve problems. In tutorials the weekly readings will be discussed and case studies analysed.

Assessment

[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Blog	25%	20/08/2018 04:00 PM	1,2
Case study one	45%	17/09/2018 04:00 PM	1,2,3,4
Case study two	30%	22/10/2018 04:00 PM	1,2,3,4,5

Assessment Details

Assessment 1: Blog

Start date: Not Applicable

Length: 750 words

Details: Students will analyse an environmental issue and write one blog entry of 750 words. They will be required to integrate three key course readings that relate to the topic they have chosen. The assignment submissions will receive written feedback in accordance with the marking rubric.

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

Assessment 2: Case study one

Start date: Not Applicable

Length: 1500 words

Details: Students will apply appropriate concepts and analytical techniques to write an individual 1500 word case study analysis. Written feedback on assignment will be provided in accordance with the assessment rubric.

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

Assessment 3: Case study two

Start date: Not Applicable

Length: 2500 words

Details: In groups, students will apply a problem based method to develop a 2500 word case study.

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

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

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.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non‑percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

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

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie: https://student.unsw.edu.au/special-consideration

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)

Course Schedule

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	Environmental controversy and social change. Course introduction - key themes and critical questions.
		NO TUTORIAL.
	Reading	Carson, R. (1962). *Silent Spring*. London: Penguin. (Chapter one) Hamilton, J. (2013, December 3). Explainer: What are the environmental humanities? *The Conversation*.
Week 2: 30 July - 5 August	Lecture	Everyday practices: theoretical orientations. Sustainable lifestyles and responsibilities.
	Tutorial	Readings discussion, assessment overview and detailed explanation of assignment one - blogs and blogging.
	Reading	Schlosberg, D. and Coles, R. (2016). The new environmentalism of everyday life: Sustainability, material flows and movement. *Contemporary political theory*, 15(20), 160-181. Machin, A. (2012). Decisions, disagreement and responsibility: towards an agonistic citizenship. *Environmental Politics*, 21(6), 847-863.
Week 3: 6 August - 12 August	Lecture	Defining activism, advocacy and lobbying and examining the Australian context.
	Tutorial	Readings discussion. Blogs.
	Reading	Riedy, C., and Kent, J. (2015). Australian climate action groups in the deliberative system, *Environmental Politics*, 24 (3), 363-381. Ganesh, S. & Zoller, H.M. (2012). Dialogue, Activism and Democratic Social Change. *Communication Theory, 22*(1), 66-91.
Week 4: 13 August - 19 August	Lecture	Understanding policy, governance and public affairs
	Tutorial	Readings discussion and blogs
	Reading	Alston, M., and Whittenbury, K. (2011) Climate change and water policy in Australia's irrigation areas: a lost opportunity for a partnership model of governance, *Environmental Politics*, 20:6, 899-917. Nasiritousi, N. (2017) Fossil fuel emitters and

		climate change: unpacking the governance activities of large oil and gas companies, *Environmental Politics*, 26:4, 621-647.
Week 5: 20 August - 26 August	Lecture	Environmental communication: Framing issues and influencing public opinion
	Tutorial	Readings discussion - framing
	Reading	Lakoff, G. (2010). Why it matters how we frame the environment. *Environmental Communication*, 4(1), 70-81.

Rose, D. (2017). Shimmer: When all you love is being trashed. In Tsing A., Swanson H., Gan E., & Bubandt N. (Eds.), *Arts of Living on a Damaged Planet: Ghosts and Monsters of the Anthropocene* (pp. 51-63). MINNEAPOLIS; LONDON: University of Minnesota Press. Retrieved from http://www.jstor.org/stable/10.5749/j.ctt1qft070.7

McNeish, W. (2017) From revelation to revolution: apocalypticism in green politics, *Environmental Politics*, 26:6, 1035-1054, |
| Week 6: 27 August - 2 September | Lecture | Expertise and the politicization of science |
| | Tutorial | Readings discussion. Assignment two: How to analyse a case study |
| | Reading | Suryanarayanan, S., and Kleinman, D.L. (2013). Be(e)coming experts: The controversy over insecticides in the honey bee colony collapse disorder. *Social Studies of Science*, 43(2), 215-240.

Pielke, R.A. (2006). When scientists politicize science. *Regulation*, pp. 28-34. |
| Week 7: 3 September - 9 September | Lecture | Civil resistance and direct action |
| | Tutorial | Campaign case study |
| | Reading | Stephan, M. J., & Chenoweth, E. (2008). Why civil resistance works: The strategic logic of nonviolent conflict. *International security*, *33*(1), 7-44.

Eilstrup-Sangiovanni, Mette, and Teale N. Phelps Bondaroff. "From Advocacy to Confrontation: Direct Enforcement by Environmental NGOs." *International Studies Quarterly* 58.2 (2014): 348-361. |
Week 8: 10 September - 16 September	Lecture	Campaigning
	Tutorial	Campaign strategies
	Reading	Shepard, B., Bogad, L.M, & Duncombe, S. (2008). Performing vs. the Insurmountable: Theatrics, Activism, and Social Movements. *Liminalities: A Journal of Performance Studies*, *4*(3), 1-30.

		Jenny Pickerill (2008) From wilderness to Wild Country: the power of language in environmental campaigns in Australia, *Environmental Politics*, 17:1, 95-104.
Week 9: 17 September - 23 September	Lecture	Creative resistance and cultural justice
	Tutorial	Readings discussion. Assignment three explanation.
	Reading	Mouffe, C. (2008). Art and Democracy: Art as an agnostic intervention in public space. *Open*, 14, pp. 6-15. Motion, J. (2017) Undoing art and oil: an environmental tale of sponsorship, cultural justice and climate change controversy, *Environmental Politics*, DOI: 10.1080/09644016.2017.1416904
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Lecture	Strategies: Corporate versus grassroots approaches
	Tutorial	Readings discussion
	Reading	Motion, J., Leitch, S., and Weaver, C.K. (2015). Popularizing dissent: A civil society perspective. *Public Understanding of Science*, *24*(4), 496-510. Stauber, J. and Rauber, S. (1995). *Toxic sludge is good for you: Lies, damn lies and the public relations industry*. Monroe, ME: Common Courage, chapter nine, pp. 123-142 and Appendix B, pp. 209-212.
Week 11: 8 October - 14 October	Lecture	Media relations
	Tutorial	Readings discussion and case study group work
	Reading	Hestres, L. E. (2015). Climate change advocacy online: theories of change, target audiences and online strategy. *Environmental Politics*, 24 (2), 193-211. Lester, L. and Hutchins, B. (2006). Environmental protest and tap dancing with the media in the information age. *Media, Culture and Society*, 28(3), 433-457.
Week 12: 15 October - 21 October	Lecture	Engagement and deliberation workshop: Revisiting themes and critical questions
	Tutorial	Group case study workshop
Week 13: 22 October - 28 October		**NO LECTURE**
	Tutorial	Case study consultations

Resources

Prescribed Resources

Studenst are required to read all of the prescribed readings each week as preparation for lecture and tutorial discussions.

Recommended Resources

Journals: *Social Movement Studies; Interface: A journal for and about social movements; Environmental Politics; Environmental Communication; Science, Technology and Human Values*; *Science as Culture*; *Public Understanding of Science*; *Social Studies of Science*; *Science Communication*; *Media, Culture & Society*; *New Media & Society*

Additional Readings: Brown, B. (2014). *Optimism: reflections on a life of action*. Australia: Hardie Grant.

Demetrious, K. (2013). *Public relations, activism and social change: Speaking up.* New York: Routledge.

Websites: http://350.org.au/; https://www.unglobalcompact.org/; http://www.liberatetate.org.uk/

Course Evaluation and Development

Formal 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. Informal feedack during the course is welcome and we will check in periodically to ensure that we are offering an optimal learning experience.

Image Credit

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