



**UNSW**  
SYDNEY

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University



# **ARTS3240**

## Environmental Humanities Capstone

Semester Two // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Professor Judy Motion	<a href="mailto:j.motion@unsw.edu.au">j.motion@unsw.edu.au</a>	Tuesday 2.00 - 4.00	Room 352, Morven Brown	+61 2 9385 4857

#### Lecturers

Name	Email	Availability	Location	Phone
Associate Professor Matthew Kearnes	<a href="mailto:m.kearnes@unsw.edu.au">m.kearnes@unsw.edu.au</a>		Room 317 Morven Brown	
Dr Paul Munro	<a href="mailto:paul.munro@unsw.edu.au">paul.munro@unsw.edu.au</a>		Room 351, Morven Brown	
Dr Marilu Melo	<a href="mailto:marilu.melo@unsw.edu.au">marilu.melo@unsw.edu.au</a>		Room 361, Morven Brown	

### 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](mailto: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*

You will have the opportunity to design your own independent research project that will speak to contemporary debates in the Environmental Humanities. These research projects will use the method of multi-sited ethnography to "follow an organism", or "follow an issue", to several different sites in Sydney. You will situate your subject of study within economic, scientific, and political networks. Field-sites might include public parks and beaches, scientific laboratories, museums, abandoned lots and fragmented wildlands, or office spaces like environmental organizations or city councils. Field trips will introduce you to experts in the field and give you hands-on practice at conducting interviews and taking field notes. Training in the use of the latest digital equipment, software packages, and on-line tools will prepare you for future research. We will also discuss specific career opportunities that will open up to you with a Environmental Humanities major.

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

1. Practice the "arts of noticing" to identify an understudied environmental phenomena, endangered species, or ecological community.
2. Conduct original ethnographic research.
3. Situate this ethnographic research within political, economic, and scientific networks by conducting original bibliographic research in the primary and secondary literature.
4. Explain research findings with advanced theoretical concepts from the Environmental Humanities—a synthesis of multiple disciplinary approaches.

### Teaching Strategies

The course will be run as a seminar. It will focus on teaching students how to conduct their own independent research projects. The lectures will focus on core concepts and theoretical approaches to the environmental humanities. Regular field excursions will offer the opportunity to develop conceptual ideas and practice methodological techniques with specific case studies. Together, the different parts of the course will provide all of the necessary skills and knowledge for students to develop their own rigorous and imaginative research projects.

# Assessment

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Course diary	20%	Weeks 2-11	3,4
Project Proposal	10%	10/08/2018 04:00 PM	2,3
Fieldnotes and Interview transcript	20%	21/09/2018 04:00 PM	N/A
Final Paper	50%	26/10/2018 04:00 PM	1,2,3,4

## Assessment Details

### Assessment 1: Course diary

**Start date:** Not Applicable

**Length:** 200 words each week

**Details:** A course diary will be submitted by each student, comprised of reflections on course readings and seminar content. Informal verbal feedback will be given weekly during seminar discussions and written feedback will be provided. Word limit: 1000 words.

#### Additional details:

Every week you need to post three quotes from the assigned readings – each with several sentence reflections in your own words - and post them on Moodle. This assessment will form the foundation of your literature review in the final report. A 2% mark is awarded each week the task is completed satisfactorily. Come to the seminar each Monday ready to discuss your selection (Due 9.00 am Mondays).

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

### Assessment 2: Project Proposal

**Start date:** Not Applicable

**Length:** 500 words

**Details:** Students will be required to prepare a project proposal toward their research project and final paper. This will include key concepts and authors the project will build on, the organisms, issues, or technologies that will be the focus of the research and the places that will be visited for your ethnographic study. The proposal will also identify key informants who will be approached for research interviews, during the research project. Limit: 500 words. Written feedback will be provided and verbal feedback will be provided during seminar discussions.

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

### **Assessment 3: Fieldnotes and Interview transcript**

**Start date:** Not Applicable

**Length:** 1000 words

**Details:** In their planning and conduct of fieldwork toward the final course assessment students will be required to take and record field notes, including notes based on participant observation and qualitative structured interview methods. Students will also be expected to coordinate a set of research interviews in completing their final assessment and submit write a complete, word-by-word, transcript of the interview. Interviews will be conducted with key informants you identified in the project proposal. This person might be a scientist, a policy maker, or someone else who has an important relationship to the organism, thing, or controversy at the centre of the project. Interviews will last 30-45 minutes, and informants will be provided with appropriate consent forms to enable the interview to be recorded. This assessment will draw on and extend course learning accomplished during the course field trip. The assessment will require students to compile their notes and transcribed interviews into a "thick description" of their sites of field research. Word count: 1000 words of field notes, which will include photocopied field notebooks, transcribed field notes, and transcribed interviews texts. Written feedback will be provided.

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

### **Assessment 4: Final Paper**

**Start date:** Not Applicable

**Length:** 3500 words

**Details:** Students will be required to write a final paper integrating all their original research (Limit: 3,500 words). Written feedback will be provided. This is the final assessment for attendance purposes.

**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](mailto: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 on 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-integer 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  $17 - [25 (0.05 \times 3)] = 13.25$

### ***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

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Seminar	Introduction
	Reading	Plumwood, V. (2002) ' <a href="#">Decolonisation Relationships with Nature</a> ' <i>PAN: Philosophy Activism Nature</i> , 2: 7-30.
Week 2: 30 July - 5 August	Seminar	Methods and Tactics in the Environmental Humanities
	Reading	Sanjek, Roger. " <a href="#">A Vocabulary for Fieldnotes</a> " In <i>Fieldnotes: The Makings of Anthropology</i> . Ithaca: Cornell University Press, 1990  Samuel, Raphael. " <a href="#">Perils of the Transcript.</a> " <i>Oral History</i> 1.2 (1972): 19-22.
Week 3: 6 August - 12 August	Seminar	Working with concepts and ideas
	Reading	Besky, S. (2017). <a href="#">The Land in Gorkhaland: On the Edges of Belonging in Darjeeling, India.</a> <i>Environmental Humanities</i> (2017) 9(1): 18-39  Plumwood, V. (2008). Shadow Places and the politics of dwelling. <i>Australian Humanities Review</i> , 44, 1-9.
Week 4: 13 August - 19 August	Seminar	Narrative and anecdotes
	Reading	van Dooren, T., Rose, D. B. (2016). <a href="#">Lively Ethnography: Storying Animist Worlds.</a> <i>Environmental Humanities</i> . 8(1): 77-94.  Michael, M. (2012). Anecdote. In C. Lury & N. Wakeford (Eds.), <i>Inventive methods: The happening of the social</i> (pp. 25-35). London: Routledge.
Week 5: 20 August - 26 August	Fieldwork	Field Trip- Tracing the tank stream (Paul Munro)
	Reading	Weiner, D. (2005) <a href="#">A Death-Defying Attempt to Articulate a Coherent Definition of Environmental History.</a> <i>Environmental History</i> , 10(3): 404-420

		Cathcart, M. (2009) " <a href="#">The Valley of the Tank Stream</a> " the <i>Water Dreamers: The remarkable History of our Dry Continent</i> , Text Publishing: 19-38.
Week 6: 27 August - 2 September	Seminar	Arts of noticing and attending: Sight and sound
	Reading	van Dooren, T., Kirksey, E., and Münster, U. (2016). <a href="#">Multispecies Studies: Cultivating Arts of Attentiveness</a> . <i>Environmental Humanities</i> (2016) 8(1): 1-23.  Wolfe, C., and Whiteman, M. (2016). <a href="#">Landscape and Inscription</a> <i>Environmental Humanities</i> (2016) 8(1): 143-148.
Week 7: 3 September - 9 September	Fieldwork	Observation - interpretation
	Reading	Mitchell (2008) "New Axioms for Reading the Landscape- Paying Attention to Political Economy and Social Justice", pp. 29-49.  Sharp (2005) "Geography and Gender: feminist methodologies in collaboration and in the field", <i>Progress in Human Geography</i> 29(3), pp 304- 309 (
Week 8: 10 September - 16 September	Seminar	Research in action (Matt Kearnes)
	Reading	Hinchliffe, S., Kearnes, M. B., Degen, M., and Whatmore, S. 2007: Ecologies and economies of action - sustainability, calculations and other things. <i>Environment and Planning A: Environment and Planning</i> 39: 260-82.  ]Law, J., and Mol, A. 2008: Globalisation in practice: On the politics of boiling pigswill. <i>Geoforum</i> 39(1): 133-43.
Week 9: 17 September - 23 September	Seminar	Research in action (Matt Kearnes)
	Reading	Barry, A. 2013: <i>Material Politics: Disputes Along the Pipeline</i> . Oxford: Wiley-Blackwell. Intro and Conclusion  Kearnes, M. 2017: Going to Ground – Aesthetic Improvisation on the Carbon Frontier. Paper prepared at the <i>Association of American Geographers Annual Conference</i> , 5-9 April 2017, Boston.
Break: 24 September - 30 September		

Week 10: 1 October - 7 October	Seminar	<b>LABOUR WEEKEND - NO SEMINAR</b>
Week 11: 8 October - 14 October	Presentation	Research project presentations
	Reading	N Verin (2014) <a href="#">Grey-Headed Flying Foxes and Humans in the Anthropocene: Sharing and Loving in an Era of Urban Entanglement</a> , Environmental Humanities Capstone Final Essay; UNSW.  E Olejniczak (2015) <a href="#">Biodiversity conservation. what are we really trying to conserve? Alternative futures for weedy plants in nourishing terrains.</a> Environmental Humanities Capstone Final Essay; UNSW.
Week 12: 15 October - 21 October	Seminar	Essay writing masterclass

## Resources

### Prescribed Resources

N/A

### Recommended Resources

Atkins, P. J. *Liquid Materialities: A History of Milk, Science, and the Law*. Farnham, Surrey ; Burlington, VT: Ashgate, 2009.

Castree, N. and B. Braun (eds) (2001) *Social Nature: Theory, Practice and Politics*, Blackwell Publishing: London.

Certeau, Michel de, "Reading as Poaching" in. *The Practice of Everyday Life*. Minneapolis: University of Minnesota Press, 1998.

Clark, N. 2011: *Inhuman Nature: Sociable Life on a Dynamic Planet*. London: Sage.

Clarke, Adele, and Susan Leigh Star. "The Social Worlds/Arenas/Discourse Framework as a Theory-Methods Package." In *The New Handbook of Science and Technology Studies*, edited by Michael Lynch, Olga Amsterdamska and Ed Hackett, 113-37. Cambridge: MIT Press, 2008.

Collier, S. J. 2011: *Post-Soviet Social: Neoliberalism, Social Modernity, Biopolitics*: Princeton University Press.

Cronon, W. (1992) A Place for Stories: Nature, History, and Narrative. *The Journal of American History*, 78(8), 1347-1376.

Dovers, S. (Ed). 2000. *Environmental History and Policy: Still Settling Australia*. Melbourne: Oxford University Press

Deleuze, Gilles, and Felix Guattari. *On the Line*. New York: Semiotext(e), 1983.

Frawley, Jodi (2010) 'Detouring to Grafton: The Sydney Botanic Gardens and the Making of an Australian Urban Aesthetic', *Australian Humanities Review*, 49, November 2010.

Hayden, C. 2003: *When Nature Goes Public: the Making and Unmaking of Bioprospecting in Mexico*. Princeton: Princeton university Press.

Hird, M. J. 2009: *The Origins of Sociable Life: Evolution After Science Studies*. Basingstoke: Palgrave Macmillan.

———. 2010: Indifferent Globality: Gaia, Symbiosis and 'Other Worldliness'. *Theory, Culture & Society* 27(2-3): 54-72.

Kearnes, M, Klauser, F & Lane, S, 2012, 'Risk Research after Fukushima', in Lane, Klauser & Kearnes (ed.), *Critical Risk Research: Practices, Politics and Ethics*, Wiley-Blackwell, Oxford, pp. 1 – 20

Anderson, B, Kearnes, M, McFarlane, C & Swanton, D, 2012, 'On Assemblages and Geography',

*Dialogues in Human Geography*, vol. 2, no. 2, pp. 171 - 189

Kirksey, S. Eben. "From Rhizome to Banyan." In *Freedom in Entangled Worlds: West Papua and the Architecture of Global Power*, 55-82. Durham: Duke University Press, 2012.

Kirksey, S. Eben. "Interspecies Love: Being and Becoming with a Common Ant, *Ectatomma Ruidum* (Roger)." In *Humans and Other Animals: Rethinking the Species Interface*, edited by Anette Lanjouw and Raymond Corbey. Cambridge: Cambridge University Press, 2013

Kirksey, S. Eben, and Stefan Helmreich. "The Emergence of Multispecies Ethnography." *Cultural Anthropology* 25, no. 4 (2010): 545-576.

McNeill, J. R. and A. Roe eds) (2012) *Global Environmental History: An Introductory Reader*, Routledge: London

Ong, A., and Collier, S., eds. 2005: *Global Assemblages: Technology, Politics and Ethics as Anthropological Problems*. Oxford: Blackwell.

Pawson, E & Dovers, S 2003, 'Environmental history and the challenges of interdisciplinarity: an Antipodean perspective', *Environment and History*, vol. 9, pp. 53-75.

Peet, R., P. Robbins, and M. J. Watts (eds) (2012) *Global Political Ecology*, Routledge: London

Plumwood, Val 2009 Nature in the Active Voice. *Australian Humanities Review* (46):113-129.

Rabinow, P., and Bennett, G. 2012: *Designing Human Practices: An Experiment with Synthetic Biology*, University of Chicago Press. Chicago.

Robbins. P. (2012) *Political Ecology*, 2<sup>nd</sup> Edition, Wiley-Blackwell: London

Rose, Deborah Bird. *Wild Dog Dreaming: Love and Extinction*. Charlottesville: University of Virginia Press, 2011.

Rose, Deborah Bird (2012) 'Cosmopolitics: The Kiss of Life', *New Formations*, (76) 101-113.

Rose, Deborah Bird, and Thom van Dooren. "Unloved Others: Death of the Disregarded in the Time of Extinctions." *Australian Humanities Review Special Issue* 50 (2011).

Stengers, Isabelle. "The Cosmopolitical Proposal." In *Making Things Public: Atmospheres of Democracy*, edited by Bruno Latour and Peter Weibel, MIT Press. Cambridge, Mass: 994-1003.

Stoekl, A. 2007: *Bataille's Peak: Energy, Religion and Postsustainability*. Minneapolis: University of Minnesota Press.

Szszynski, B. 2005: *Nature, Technology and the Sacred*. Oxford: Blackwell.

———. 2012: The end of the end of nature: the anthropocene and the fate of the human. *The Oxford Literary Review* 34(2): 165-84.

Thomson, James D., E. Allan Herre, J. L. Hamrick, and J. L. Stone. "Genetic Mosaics in Strangler Fig Trees: Implications for Tropical Conservation." *Science* 254 (1991): 1214-16.

van Dooren, Thom 2011 Vulture. London: Reaktion Books Ltd.

van Dooren, T, 2012, 'Wild Seed, Domesticated Seed: Companion species and the emergence of agriculture', *PAN: Philosophy Activism Nature*, vol. 9, pp. 22 - 28

Yusoff, K. 2009: Excess, Catastrophe and Climate Change. *Environment and Planning D: Society and Space* 27: 1010-29.

———. 2010: Biopolitical Economies and the Political Aesthetics of Climate Change. *Theory, Culture & Society* 27(2-3): 73-99

## **Course Evaluation and Development**

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 feedback is welcome - we will check in regularly to ensure we are offering an optimal learning experience.

## **Image Credit**

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## **CRICOS**

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