ARTS3241
Environmental Justice

Term Two // 2019
Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura McLauchlan</td>
<td><a href="mailto:laura.mclauchlan@unsw.edu.au">laura.mclauchlan@unsw.edu.au</a></td>
<td>By appointment</td>
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</tbody>
</table>

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

Subject Area: Environmental Humanities

This course can also be studied in the following specialisation: Development Studies

UNSW’s 2025 strategy offers a framework for addressing social justice aspirations of disadvantaged and marginalized communities. This course will give you the research tools to understand the cultural, social, and political dimensions of environmental problems like poor air and water quality caused by industrial pollution. You will learn about the environmental justice movement, which has sought to rectify the ways that environmental harm is disproportionately experienced by groups of people who live with structured social inequality. Exploration of a range of key historical and contemporary case studies, will give you the opportunity to consider the contradictions, dilemmas and complexities of environmental issues. Key questions running through this course include: What does justice mean? Who benefits from particular ways of imagining and interacting with the environment? What do practices of responsibility and care look like in situations where slow violence is taking place? This course will consider these questions with respect to people who are living with complex global entanglements and who are impinging upon the worlds of other species. The course is taught with an interdisciplinary approach that draws on materials from anthropology, multispecies ethnography, development studies, gender studies, human geography, political science, science and technology studies, and sociology.

Course Learning Outcomes

1. Identify, analyse, and explain how injustice is produced in the context of environmental change.
2. Situate environmental justice within different systems of value, politics, meaning, and ethics.
3. Deploy advanced bibliographic research methods.
4. Synthesise multiple disciplinary approaches to generate a trans-disciplinary perspective on the issue of justice in human communities and in contact zones where species meet.

Teaching Strategies

This course requires students to engage with high-level analytical scholarship relating to environmental justice. It will require reflective and self-critical learning together with a capacity to assemble and synthesise information from a range of sources and disciplinary backgrounds. The course also will require students to apply these insights in a real-world example and to complete a major piece of assessment that examines their capabilities to do this. These objectives will be achieved through lectures, in-depth tutorial discussions, independent research and the preparation of assessment tasks. In order for students to develop the forms of critical reflection necessary for this course, active reading and participation in discussions is required and is reflected in the assessment schedule.
Assessment

All of the assessment in this course is designed to help you to produce a final report about a matter of environmental justice that is important to you. In class we will have activities to give you experience in analysing case studies using the various theoretical lenses introduced in the course. We will also have peer feedback sessions in small groups throughout the course to help you in developing your project.

Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Student Learning Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reading Responses</td>
<td>20%</td>
<td>24 June and 22 July</td>
<td>1,2</td>
</tr>
<tr>
<td>Final Report</td>
<td>50%</td>
<td>12/08/2019 11:59 PM</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Case Study Proposal and Annotated Bibliography</td>
<td>30%</td>
<td>08/07/2019 11:59 PM</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

Assessment Details

Assessment 1: Critical Reading Responses

Start date: Not Applicable

Length: 500 words

Details: 2 x 500 word reading responses (10% each) engaging critically with tutorial readings. Students may choose which two weeks to focus on. Students will receive written feedback.

Additional details:

Response one is due Monday 11:59pm on June 24

Response two is due on Monday 11:59pm on July 22

These responses can be on the readings from any week of the course. They are intended to help you to focus in greater depth on the readings you hope to use in your final report

Assessment 2: Final Report

Start date:

Details: A 3,500 word report on your case study. Written feedback will be provided by the instructor. This is the final assessment for attendance purposes.

Assessment 3: Case Study Proposal and Annotated Bibliography

Start date:

Details: This assessment consists of two sections:A working title and 250 word abstract of your case
study. You will receive written feedback and suggestions about your proposed case study from the instructor. A list of 15 quality references that will inform your case study. 5 of the 15 references will be annotated (5x100 words). All references should be correctly formatted in Chicago 16th style. Samples will be provided. You will receive written feedback about the quality of your annotations as well as the relevance and focus of your references with respect to your proposed case study project.
Attendance Requirements

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

Course Schedule

[View class timetable]

Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>Week 1: 3 June - 7 June</td>
<td>Seminar</td>
<td>What is Environmental Justice? EJ in Global perspective</td>
</tr>
<tr>
<td></td>
<td>Tutorial</td>
<td>Reading strategies and discussion</td>
</tr>
<tr>
<td>Week 2: 10 June - 14 June</td>
<td>Seminar</td>
<td>Environmental Justice at home: Colonisation, indigeneity and displacement</td>
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<tr>
<td></td>
<td>Tutorial</td>
<td>TBA</td>
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<tr>
<td>Week 3: 17 June - 21 June</td>
<td>Seminar</td>
<td>The Wrong Complexion for Protection? Race, racism and the environment</td>
</tr>
<tr>
<td></td>
<td>Tutorial</td>
<td>Readings discussion and group discussion of final project ideas (part 1)</td>
</tr>
<tr>
<td>Week 4: 24 June - 28 June</td>
<td>Seminar</td>
<td>Slow Violence and Burdens of Proof</td>
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<tr>
<td></td>
<td>Tutorial</td>
<td>Readings discussion and group discussion of final project ideas (part 2)</td>
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<tr>
<td>Week 5: 1 July - 5 July</td>
<td>Seminar</td>
<td>Gender and Intersectionality</td>
</tr>
<tr>
<td></td>
<td>Tutorial</td>
<td>Readings discussion and Analytical Lens Workshop 1</td>
</tr>
<tr>
<td>Week 6: 8 July - 12 July</td>
<td>Reading</td>
<td>This is a scheduled reading week. There is no class this week.</td>
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<tr>
<td>Week 7: 15 July - 19 July</td>
<td>Seminar</td>
<td>Multispecies Justice</td>
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<tr>
<td></td>
<td>Tutorial</td>
<td>Readings discussion and Analytical Lens Workshop 2</td>
</tr>
<tr>
<td>Week 8: 22 July - 26 July</td>
<td>Seminar</td>
<td>System change and/or climate change? Environmental Justice and Capitalism(s)</td>
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<tr>
<td></td>
<td>Tutorial</td>
<td>Readings discussion: System change not climate change?</td>
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<tr>
<td>Week 9: 29 July - 2 August</td>
<td>Seminar</td>
<td>Energy Justice - Guest lecture with Paul Munro</td>
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<td>Tutorial</td>
<td>Final project bootcamp: Structure and editing (the grammars of writer activism!)</td>
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<tr>
<td>Week 10: 5 August - 9 August</td>
<td>Seminar</td>
<td>Intergenerational Justice and Environmental Justice Futures</td>
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<tr>
<td></td>
<td>Tutorial</td>
<td>Final course discussions: Making change and keeping hope</td>
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Resources

Prescribed Resources

Week 1: **What is Environmental Justice? EJ in Global perspective**


Week 2: **Environmental Justice at home: Colonisation, indigeneity and displacement**


Week 3: **The Wrong Complexion for Protection? Race, racism and the environment**


Week 4: **Slow Violence and Burdens of Proof**


Week 5: **Gender and Intersectionality**


Week 6: **Reading Week**
Week 7: Multispecies Justice


Week 8: System change and/or climate change? Environmental Justice and Capitalism(s)


Week 9: Energy Justice


Week 10: Intergenerational Justice and Environmental Justice Futures


Recommended Resources


Bell, Karen. 2015. "Can the capitalist economic system deliver environmental justice?" Environmental Research Letters 10 (12).


Suchet, Sandie. “"Totally Wild”? Colonising Discourses, Indigenous Knowledges and Managing Wildlife."


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.

Because this course is particularly designed to attend to the interests and passions of students, additional in-class feedback is requested in Week 4 of the course. This feedback is anonymous and is used to cater the course to the particular cohort of enviromental justice students taking the course.
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

Ricardo Levins Morales "Environmental Justice"

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