UNSW Course Outline

LAWS8185 Law, Urban Sustainability and the New Economy - 2024

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General Course Information

Course Code : LAWS8185
Year : 2024
Term : Term 3
Teaching Period : T3B
Is a multi-term course? : No
Faculty : Faculty of Law and Justice
Academic Unit : School of Law, Society and Criminology
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This course explores the role of law and regulation in supporting sustainable cities and

communities. The course begins with an overview of key issues for law, regulation and economic development raised by the goal of 'making cities and human settlements inclusive, safe, resilient and sustainable', as framed by Sustainable Development Goal No.11. The course then explores two alternative frameworks for analysing economic practices: diverse economies and doughnut economics, with a focus on their implications for law and regulation. After developing familiarity with the broad ideas of each of these frameworks, the course explores their application to the issue of sharing economies and platform governance, with a particular focus on legal entity structures, risk management, and environmental outcomes. The course concludes by exploring different pathways for city policymaking in the light of what has been learned in the course as a whole.

Main Topics Include:

1. Sustainable Cities
2. Diverse Economies
3. Doughnut Economics
4. Sharing Economies and Platform Governance
5. Legal Entities
6. Risk Management
7. Environmental Outcomes
8. Policymaking for Sharing Cities

Course Aims

How can business be good for society and the environment and still be financially viable? Do profit and sustainability have to always be in conflict with each other? These are critical questions at the heart of so many debates as climate change, pandemics and war become overlapping crises. Exploring the tensions these questions raise is especially interesting at the city scale, where the question of 'what is sustainable development' has been put squarely on the global agenda by the 11th Sustainable Development Goal of the United Nations. In this course, we will explore opportunities for creating a truly sustainable city, ranging from new and imaginative 'big-picture' analytical frameworks through to opportunities for change in specific policy areas. As professionals working on the legal, regulatory and policy frameworks that shape sustainable development, we will benefit from understanding how those frameworks can support more regenerative and resilient systems for our cities.

Would you like to learn from multidisciplinary collaborations between lawyers, economists, planners, architects and other professionals to deliver flagship projects that advance regenerative economies? LAWS8185 will equip you with the knowledge and the tools – critical

analysis, teamwork and communication skills – to contribute to such projects. During the course, you will be exposed to cutting-edge approaches from doughnut economics, circular economies, and diverse economies, as well as topical legal and regulatory issues related to enterprise structures, protection against consumer or environmental harm, and competition and intellectual property frameworks. The course will also illuminate emerging career pathways at the intersection of circular economies, social activism and public policy.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Engage in complex critical discussions of the plural meanings of the sharing economy in critical and historical perspectives (PLOs 1a, 2a, 3a & 3b)
CLO2 : Demonstrate advanced written communication skills by articulating complex concepts, theory and analysis using effective research methodologies by conducting independent research on legal-doctrinal issues, design issues, sustainability analysis or business planning, depending on disciplinary background (PLOs 1a, 1b, 2a, 2b & 3a)
CLO3 : Navigate, critically evaluate and contextualise primary materials including websites, blogs, reports, interview transcripts to isolate legal issues in broad terms along with the policy issues salient to them   (PLOs 1a, 1b, 2a & 2b)
CLO4 : Demonstrate effective oral and written communication and collaboration by bringing complex plural disciplinary research lines together on a focused issue through a small group project (PLOs 3a & 3b)
CLO5 : Demonstrate effective oral communication skills by discussing and debating course concepts in a scholarly, reflective and respectful manner that is accessible to multiple disciplinary backgrounds (PLOs 3a & 3b)

Course Learning Outcomes	Assessment Item
CLO1 : Engage in complex critical discussions of the plural meanings of the sharing economy in critical and historical perspectives (PLOs 1a, 2a, 3a & 3b)	• Reflective Journal • Research Essay • Class Participation • Group Presentation
CLO2 : Demonstrate advanced written communication skills by articulating complex concepts, theory and analysis using effective research methodologies by conducting independent research on legal-doctrinal issues, design issues, sustainability analysis or business planning, depending on disciplinary background (PLOs 1a, 1b, 2a, 2b & 3a)	• Reflective Journal • Research Essay • Group Presentation
CLO3 : Navigate, critically evaluate and contextualise primary materials including websites, blogs, reports, interview transcripts to isolate legal issues in broad terms along with the policy issues salient to them (PLOs 1a, 1b, 2a & 2b)	• Class Participation • Reflective Journal • Research Essay • Group Presentation
CLO4 : Demonstrate effective oral and written communication and collaboration by bringing complex plural disciplinary research lines together on a focused issue through a small group project (PLOs 3a & 3b)	• Reflective Journal • Group Presentation
CLO5 : Demonstrate effective oral communication skills by discussing and debating course concepts in a scholarly, reflective and respectful manner that is accessible to multiple disciplinary backgrounds (PLOs 3a & 3b)	• Class Participation

Learning and Teaching Technologies

Moodle - Learning Management System

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Reflective Journal Assessment Format: Individual	20%	Due Date: Week 2: 21 October - 27 October, Week 4: 04 November - 10 November
Research Essay Assessment Format: Individual	45%	Due Date: 24/11/2024 11:59 PM
Class Participation Assessment Format: Individual	15%	Start Date: Not Applicable Due Date: Not Applicable
Group Presentation Assessment Format: Group	20%	Due Date: Week 5: 11 November - 17 November

Assessment Details
Reflective Journal

Assessment Overview

Feedback includes formative feedback, peer feedback in class, online and the use of rubric.

Course Learning Outcomes

- CLO1 : Engage in complex critical discussions of the plural meanings of the sharing economy in critical and historical perspectives (PLOs 1a, 2a, 3a & 3b)
- CLO2 : Demonstrate advanced written communication skills by articulating complex concepts, theory and analysis using effective research methodologies by conducting independent research on legal-doctrinal issues, design issues, sustainability analysis or business planning, depending on disciplinary background (PLOs 1a, 1b, 2a, 2b & 3a)
- CLO3 : Navigate, critically evaluate and contextualise primary materials including websites, blogs, reports, interview transcripts to isolate legal issues in broad terms along with the policy issues salient to them   (PLOs 1a, 1b, 2a & 2b)
- CLO4 : Demonstrate effective oral and written communication and collaboration by bringing complex plural disciplinary research lines together on a focused issue through a small group project (PLOs 3a & 3b)

Detailed Assessment Description

Two reflective journals, due in Weeks 7 and 9, of maximum 500 words each and worth 10%.

More details will be provided in Moodle at the start of the course

Assessment Length

500 words maximum for each reflective journal

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

Generative AI Permission Level

Generative AI Software-based Assessments

This assessment is designed for you to use generative AI as part of the assessed learning outcomes. Please refer to the assessment instructions for more details.
For more information on Generative AI and permitted use please see here.

The first reflective journal will require students to generate a prompt and a short AI-generated response, and they will then be required to critique and/or edit that AI response.
The second reflective journal should not use AI other than for simple editing.

Research Essay

Assessment Overview

Feedback includes formative feedback, peer feedback in class, online and the use of rubric.

Course Learning Outcomes

- CLO1 : Engage in complex critical discussions of the plural meanings of the sharing economy in critical and historical perspectives (PLOs 1a, 2a, 3a & 3b)
- CLO2 : Demonstrate advanced written communication skills by articulating complex concepts, theory and analysis using effective research methodologies by conducting independent research on legal-doctrinal issues, design issues, sustainability analysis or business planning, depending on disciplinary background (PLOs 1a, 1b, 2a, 2b & 3a)
- CLO3 : Navigate, critically evaluate and contextualise primary materials including websites, blogs, reports, interview transcripts to isolate legal issues in broad terms along with the policy issues salient to them   (PLOs 1a, 1b, 2a & 2b)

Assessment Length

4000 words maximum

Assignment submission Turnitin type

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

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described

below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

Class Participation

Assessment Overview

Feedback includes formative feedback, peer feedback in class, online and the use of rubric.

Course Learning Outcomes

- CLO1 : Engage in complex critical discussions of the plural meanings of the sharing economy in critical and historical perspectives (PLOs 1a, 2a, 3a & 3b)
- CLO3 : Navigate, critically evaluate and contextualise primary materials including websites, blogs, reports, interview transcripts to isolate legal issues in broad terms along with the policy issues salient to them (PLOs 1a, 1b, 2a & 2b)
- CLO5 : Demonstrate effective oral communication skills by discussing and debating course concepts in a scholarly, reflective and respectful manner that is accessible to multiple disciplinary backgrounds (PLOs 3a & 3b)

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see here.

Group Presentation

Assessment Overview

Feedback includes formative feedback, peer feedback in class, online and the use of rubric.

Course Learning Outcomes

- CLO1 : Engage in complex critical discussions of the plural meanings of the sharing economy in critical and historical perspectives (PLOs 1a, 2a, 3a & 3b)
- CLO2 : Demonstrate advanced written communication skills by articulating complex concepts, theory and analysis using effective research methodologies by conducting

independent research on legal-doctrinal issues, design issues, sustainability analysis or business planning, depending on disciplinary background (PLOs 1a, 1b, 2a, 2b & 3a)

- CLO3 : Navigate, critically evaluate and contextualise primary materials including websites, blogs, reports, interview transcripts to isolate legal issues in broad terms along with the policy issues salient to them   (PLOs 1a, 1b, 2a & 2b)
- CLO4 : Demonstrate effective oral and written communication and collaboration by bringing complex plural disciplinary research lines together on a focused issue through a small group project (PLOs 3a & 3b)

Submission notes

A process evaluation sheet is submitted through Turnitin but the main part of the assignment is an oral presentation. There are no written notes submitted with the oral presentation.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

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For more information on Generative AI and permitted use please see here.

General Assessment Information

For further information on generative AI use in the Faculty of Law & Justice, please review the section titled 'Academic Honesty and Plagiarism' under the 'Other Useful Information' tab.

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 14 October - 20 October	Other	Below I include the readings and structure for the first full day of class on Thursday October 17th, particularly for those keen to make a head start before the Moodle course page opens. Remember that the course is semi-intensive, with the four x full day experience requiring a lot of reading in advance of each specific day together. I suggest you read the first day's readings well in advance of the course, and plan to make space for significant reading during your week to prepare for the Thursday classes for Weeks 7 and 8. There is then a break in Week 9, and Week 10 will focus mostly on group presentations so the reading preparation will not be as heavy in Weeks 9 and 10. In addition, I warmly encourage all of you to start introducing yourself as early as you would like via the questions on the Google slide deck. One slide per student, please, and so much looking forward to finding out more about the 2024 cohort and our coming five weeks of interaction together! Professor Bronwen Morgan. INTRODUCTION AND OVERVIEW (9-10am) Google slides on disciplinary backgrounds and intro information Here is the full link in case of click-through issues above: https://docs.google.com/presentation/d/1G7nJxJtc-OdT1NH0gyWHQGRNzbsYXEfhCZEuLfipwsA/edit#slide=id.p URBAN SUSTAINABILITY (10-11am) We begin by setting the scene for urban sustainability through the lens of the Sustainable Development Goals (SDGs) and particularly SDG 11 relating to cities. In advance of the class, you must complete two short online modules: one on the SDGs in general (6 mins + quiz) and the other on SDG 11 (10 mins + quiz) The videos can be found here (copy and paste the links): https://www.youtube.com/watch?v=5EW5vVCiXlQ&list=PLHSlfioizVW14SYhHbQA9-umdzQ5khYl3; and here: https://www.unsw.edu.au/edi/sustainability-matters/sdg11. (Quiz questions relating to the videos will be available via Moodle closer to the course start date) You should also read the following article which is a broader discussion of sustainability in cities with a particular focus on justice: Julian Agyeman, Chap 1 'Introducing Just Sustainabilities' of Introducing Just Sustainabilities: Policy, Planning and Practice, (London: Zed Books), pp 4-21 and 38-54 (32 pp) Consider these questions as you read: i) what kind of 'new economy' does Agyeman's argument rest on? ii) what other interpretations of 'new economy' might there be? Further (optional) reading: Mark Diesendorf and Rod Taylor, Chap 3 of The Path to a Sustainable Civilisation(Palgrave MacMillan 2023): 'An Ecologically Sustainable, Socially Just Civilisation', pp 31-47, available open access online Morning tea break (11-11.30am) CIRCULAR ECONOMIES (11.30am-1pm) We will now explore the idea of the circular economy as one pathway to a sustainable city, based on two readings. The first article below offers a typical view of circular economy and discusses directly the legal frameworks that would support it, drawing from the European Union for concrete examples: Norouzi, Nima. 2022. "A Practical and Analytic View on Legal Framework of Circular Economics as One of the Recent Economic Law Insights: A Comparative Legal Study." Circular Economy and Sustainability 2 (3): 961–86. The second article offers critiques this typical view and offers some ideas about how to promote a more 'convivial' approach to circular economies: Genovese, Andrea, and Mario Pansera. 2021. "The Circular Economy at a Crossroads: Technocratic Eco-Modernism or Convivial Technology for Social Revolution?" Capitalism Nature Socialism 32 (2): 95–113 Before we meet, read the two articles and consider these questions: i) what are the differences between the way the two articles define circular economy? ii) what are the three most important legal aspects of circular economies for each article? Is there any overlap? iii) what do you think the 'convivial' approach means for a definition or notion of sustainability or sustainable development? Lunch break 1-2pm DIVERSE ECONOMIES (2-4pm) In the afternoon of our first day, we will explore the diverse ways in which the notion of an economy can be understood, opening up our understanding of what a 'new economy' might look like. The first reading introduces you to an important literature on diverse economies that comes from economic geography, using a book written for the general reader:

		Ch 1 (pp1-16), JK Gibson-Graham, J Cameron and S Healy, Take Back the Economy: An Ethical Guide for Transforming our Communities (Minnesota University Press 2013 The second reading specifically explores the place and role of law in relation to diverse economies, including legal pluralist understandings of what law is: Morgan and Kuch, Ch 36 (pp323-329), 'Diverse Legalities: Pluralism and Instrumentalism' in Gibson-Graham and Dombroski (eds), Handbook of Diverse Economies (Elgar 2020) Back PreviewNext

Attendance Requirements

Please see information about attendance requirements in **Law & Justice Assessment Procedure and Student Information** located in the Other Useful Information tab in the Academic Information field.

Please be advised there will be no classes on public holidays. If your class falls on a public holiday, alternative arrangements will be made by the course convenor to make up the missed class.

General Schedule Information

The course will run on four Thursdays in Weeks 6, 7, 8 and 10 from 9-4 each Thursday, in person. Attendance at all four days is mandatory, in person.

Course Resources

Prescribed Resources

There is no textbook to purchase. Readings will be provided directly via Moodle or Leganto.

Additional Costs

There are no additional costs, though group presentations will require students to have access to presentation software such as Powerpoint.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Bronwen Morgan		Law Building 314	02 9385 7727	To meet in person Thurs 4-5pm; otherwise by email Tues or Wed	Yes	Yes

Other Useful Information

Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

UNSW Law & Justice Assessment Policy

It is essential that all students undertaking this course read and abide by the [UNSW Law & Justice Assessment Policy & Student Information](#). This document includes information on Class Attendance, Late Work, Word Limits, Marking, Special Consideration, Workload, and Academic Misconduct & Plagiarism. More information can also be found at [Assessment & Exam Information](#).

Information regarding Course Outlines are subject to change and students are advised to check updates. If there is a discrepancy between the information posted here and the handbook or the UNSW Law & Justice website, please contact [Student Services via The Nucleus Hub](#) for advice. UNSW Law & Justice reserves the right to discontinue or vary such courses or staff allocations at any time. If your course is not here, please visit [Handbook](#) for information.

Academic Honesty and Plagarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Generative AI

Using generative AI to conduct research or to organise your argument is not prohibited but is not encouraged. We note that the output from generative AI tools is often incorrect and almost always more superficial than is required to achieve a passing grade. Moreover, any substantive errors in the assessment, such as inappropriate references or incorrect statements, will be regarded negatively by the marker, just as they would if not generated by AI. You should limit your use of AI to simple editorial assistance, such as standard editing and referencing functions in word processing software in the creation of your submission. You must not use any functions that generate or paraphrase passages of text, whether based on your own work or not. If your marker or Turnitin identify the wrongful use of generative AI in the text of your assessment submission, including the use of paraphrasing software, your assessment may be referred to the Student Integrity team for investigation. Please go to the link for further information about [referencing and acknowledging the use of artificial intelligence tools](#).

Prohibition on use of translation apps

With limited exceptions for language study, the course of study and assessment in Australian universities must be in English (Higher Education Standard Framework (Threshold Standards) 2021 1.5 6(c)).

In Law & Justice many classes have assessable class participation. This must be in English. **Use of a translation device to assist with contributions to class discussion is not allowed.** Marks for class participation may be reduced where use of translation devices is detected. Similar prohibitions apply to use of any other generative text app that is not specifically permitted by the class teacher. However, use of translation software to assist a student to understand material outside of class, or to assist with preparation for assessment is generally permitted.

Further considerations apply to LLB and JD students. International lawyers who seek to be admitted in NSW must satisfy an English proficiency test. That test is expressed as equivalent to IELTS scores of 7.0 -8.0 across the tests. It is assumed that UNSW graduates are at or above those levels of English proficiency. Use of translation apps can impede the attainment of that

level of proficiency. Students should avoid behaviours that put them at risk of breach of legal requirements which can have significant consequences, including potential consequences for your admission as a lawyer.

Submission of Assessment Tasks

Before submitting assessment items all students must read and abide by the [UNSW Law & Justice Assessment Policy & Student Information](#).

Special consideration

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Feedback

UNSW Law & Justice appreciates the need for students to have feedback on their progress prior to the last date for withdrawal without failure. All courses will therefore provide feedback to students prior to this date, as well as throughout the course. However, students should note that feedback does not take the form only of formal grades and written comments on written assessments. Rather, formative feedback, which helps students to self-assess, to identify misunderstandings, and to identify areas requiring further work, will occur during class and possibly online. For example, where a teacher asks the class a question, all students should think about how they might answer. Even though not all students will necessarily be able to respond orally, everyone can reflect on their tentative answer in light of the teacher's response and subsequent class discussion. If you are struggling to understand what is being asked in class, or if your tentative answers prove incorrect and subsequent discussion does not clear things up, then you should continue to ask questions (of yourself, your peers or your teacher). Similarly, you can get a sense of your ability in a course through peer feedback during group work, your teacher's responses to your in-class contributions, and your own response to in-class problems and examples (whether or not you are called on to relay your answer to the class) and also your online activities and responses by others to those activities. Students enrolled in this course may check their Moodle course page for details on the specific feedback used in this course.

Faculty-specific Information

Additional support for students

- Student support: https://www.student.unsw.edu.au/support
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing
- Equitable Learning Services: https://student.unsw.edu.au/els
- UNSW IT Service Centre: https://www.myit.unsw.edu.au

Course improvement

Student feedback is very important to continual course improvement. This is demonstrated within the Faculty of Law & Justice by the implementation of the UNSW online student survey myExperience, which allows students to evaluate their learning experiences in an anonymous way. myExperience survey reports are produced from each survey. They are released to staff after all student assessment results are finalised and released to students. Course convenors will use the feedback to make ongoing improvements to the course. Students enrolled in this course may check their Moodle course page for details on the actions taken in response to evaluation feedback in Student Survey.

School Contact Information

Please contact Nucleus Student Hub for all enquiries. The Nucleus acts as a central communications hub for UNSW and will distribute your enquiry to the best person to respond.