



## UNSW Course Outline

# IEST5022 Environmental Policy and Participation - 2024

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## General Course Information

Course Code : IEST5022

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Humanities and Languages

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

Calls for public participation in, and indeed the democratisation of, decision-making have become a hallmark of contemporary environmental politics, policy, and practice. Many contemporary environmental issues are characterised by institutional commitments to fostering

public engagement and participation in decision-making together with greater transparency in the deployment of scientific and policy expertise. However, despite notable successes, such developments often fail to enhance public trust and build more socially responsive and responsible forms of environmental policy and regulation. Outside these institutionally sanctioned spaces of formal consultation, new public collectives function to create spaces of participation that are resistant to processes of political closure and public capture. These insurgent formations call into question normative commitments to institutional accountability and transparency, while also enacting novel participatory collectives situated across a multitude of socio-political sites. While an array of environmental knowledges – both progressive and reactionary – jostle for recognition and political prominence, in this course you will explore ways in which the work of assembling diverse publics capable of testifying to the violence of environmental disruption, and of crafting resilient and emancipatory futures, is indicative of the enduring compulsion toward participation in environmental issues. You will consider these issues through engagement with environmental participation theory and practice, and through direct engagement of a range of real-world examples. You will examine how the right to participate in environmental issues that affect you – codified in the Rio Declaration – raises profound questions concerning contemporary democracy, representation, expertise, and activism. You will develop your own advocacy skills and practical skills for designing and coordinating community participation and engagement initiatives.

# Course Learning Outcomes

Course Learning Outcomes
CL01 : Synthesise contemporary theory and practice of environmental participation
CL02 : Apply understandings of environmental participation to the analysis of real-world examples and case studies
CL03 : Critically articulate both the limitations and potentials of environmental participation
CL04 : Design new models and approaches to environmental participation

Course Learning Outcomes	Assessment Item
CL01 : Synthesise contemporary theory and practice of environmental participation	<ul style="list-style-type: none"><li>• Online Discussion</li><li>• Presentation</li><li>• Report</li></ul>
CL02 : Apply understandings of environmental participation to the analysis of real-world examples and case studies	<ul style="list-style-type: none"><li>• Online Discussion</li><li>• Presentation</li><li>• Report</li></ul>
CL03 : Critically articulate both the limitations and potentials of environmental participation	<ul style="list-style-type: none"><li>• Presentation</li><li>• Report</li></ul>
CL04 : Design new models and approaches to environmental participation	<ul style="list-style-type: none"><li>• Report</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Online Discussion Assessment Format: Individual	30%	
Presentation Assessment Format: Individual	20%	
Report Assessment Format: Individual	50%	Due Date: 09/08/2024 11:00 PM

# Assessment Details

## Online Discussion

### Assessment Overview

Participation in an online discussion (approximately 2,000 words) based around course readings. Individual written feedback will be provided.

### Course Learning Outcomes

- CL01 : Synthesise contemporary theory and practice of environmental participation
- CL02 : Apply understandings of environmental participation to the analysis of real-world examples and case studies

## Presentation

### Assessment Overview

Student-directed presentation reflecting on public participation processes (approximately 10 mins). Online presentation will also be enabled for students studying remotely. Written feedback will be provided.

### Course Learning Outcomes

- CL01 : Synthesise contemporary theory and practice of environmental participation
- CL02 : Apply understandings of environmental participation to the analysis of real-world examples and case studies
- CL03 : Critically articulate both the limitations and potentials of environmental participation

### Assessment information

Specific instructions will be provided via the course Moodle site.

## Report

### Assessment Overview

Major piece of original research using a case study focused on public participation in an environmental issue (approximately 2,500 words). Written feedback with rubric. Final assessment.

### Course Learning Outcomes

- CL01 : Synthesise contemporary theory and practice of environmental participation
- CL02 : Apply understandings of environmental participation to the analysis of real-world examples and case studies
- CL03 : Critically articulate both the limitations and potentials of environmental participation
- CL04 : Design new models and approaches to environmental participation

### Assessment Length

3000 words

### Assessment information

The Final Report for IEST5500 should be regarded as a major piece of work that entails a significant body of individual research, in addition to demonstrating your grasp of, and engagement with, course materials. The object of the report is to enable you to bring together your own ideas and conclusions from the whole course. In short, we expect you to apply key theoretical ideas about the underlying social, political and economic processes that shape environmental policy-making in your case study.

Specific instructions will be provided via the course Moodle site.

### Assignment submission Turnitin type

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

## General Assessment Information

The major pieces of assessment for IEST5500 will be based around two major case studies that will be introduced at the beginning of the course.

### Grading Basis

Standard

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Seminar	Introductory Seminar: Course aims, learning approach, core problems in environmental policy and participation (Matthew Kearnes)
Week 2 : 3 June - 9 June	Seminar	Conceptualising participation, deliberation and transparency in environmental decision making (Kayla Lochner)
Week 3 : 10 June - 16 June	Seminar	Course research projects - public participation in contemporary environmental issues (note: public holiday)
Week 4 : 17 June - 23 June	Seminar	Frameworks for environmental participation (Matthew Kearnes)
Week 5 : 24 June - 30 June	Seminar	The politics of expertise in environmental decision making
Week 6 : 1 July - 7 July	Seminar	Knowledge Pluralism in environmental participation (Matthew Kearnes)
Week 7 : 8 July - 14 July	Seminar	Materialities of participation (Matthew Kearnes)
Week 9 : 22 July - 28 July	Seminar	Citizen and civic science in environmental participation (Kayla Lochner)
	Seminar	Refusal to participate? (Kayla Lochner)
Week 10 : 29 July - 4 August	Seminar	Bringing it all together – environmental policy and participation futures (Matthew Kearnes)

# Attendance Requirements

The School of Humanities and Languages has a minimum attendance requirement for classes, including lectures, tutorials, seminars, and other learning activities whether on-campus, offcampus, online, synchronous, or asynchronous. The attendance requirement is a minimum threshold for engagement. The School recognises rapidly changing teaching and learning practices online and incorporates flexibility in the design of all courses with a balance of scheduled and asynchronous learning activities.

## Minimum Attendance Requirements

- For classes timetabled as seminar: Students are expected to attend a minimum of 80% of timetabled seminars, regardless of whether the seminars are online, in-person, on-campus, or off-campus. If the seminar is recorded, students may access recordings of seminars in lieu of attendance (where permitted) and should do so as soon as possible after the seminar occurs (e.g., before the following tutorial). In some cases, the course may require that students demonstrate engagement with recordings (e.g., by submitting comprehensive study notes).
- For course material that is not timetabled, such as course activities that are fully asynchronous or blended, students are expected to demonstrate regular and timely engagement with learning activities (e.g., through regular access to the course throughout the entire term, records of access to activities on Moodle or other platforms, records of online activity completion, posts on discussion forums, or downloading of course materials).

For the MEM program, students are expected to be regular and punctual in attendance to all classes in which they are enrolled. Students who do not meet attendance expectations run the risk of failing a course because the Course Learning Outcomes may not be met. No additional or [special consideration](#) will be provided if a student misses out on essential course information and materials, or misses an assessment task/deadline, due to unexplained absences or an unapproved lack of attendance. Alternatively, a student may be required to undertake supplementary class(es) or task(s) as prescribed by the Course Convenor. If assessment tasks have been missed, the student should apply for [special consideration](#). In case of specific difficulties, students are advised to contact their course convenors as early as possible. Please, note that travel arrangements made prior/after the publication of the course outline are not considered a valid reason for alternative assessment or for failing to meet the course requirements.

# Course Resources

## Prescribed Resources

Course readings will be available via Moodle.

## Recommended Resources

Additional resources and readings include:

- Brown, M. 2009: Science in Democracy: Expertise, Institutions, and Representation: MIT Press.
- Callon, M., Lascoumes, P., and Barthe, Y. 2009: Acting in an Uncertain World: An Essay on Technical Democracy. Cambridge, M. A.: The MIT Press.
- Chilvers, J., and Kearnes, M., eds. 2016: Remaking Participation: Science, Environment and Emergent Publics. Abingdon, Oxon: Routledge.
- Cooke, B., and Kothari, U., eds. 2001: Participation: The New Tyranny? London: Zed Books.
- Eden, S. 2017: Environmental Publics. London: Routledge.
- Epstein, S. 1996: Impure Science: AIDS, Activism and the Politics of Knowledge. Berkeley, C.A.: university of California Press.
- Ezrahi, Y. 1990: The Descent of Icarus: Science and the Transformation of Contemporary Democracy. Cambridge, MA: Harvard University Press.
- ÑÑÑ. 2012: Imagined Democracies: Necessary Political Fictions. Cambridge: Cambridge University Press.
- Felt, U., Fouché, R., Miller, C. A., and Smith-Doerr, L., eds. 2017: The Handbook of Science and Technology Studies: Fourth Edition. Cambridge, M.A.: MIT Press.
- Gabrys, J. 2016: Program Earth: Environmental Sensing Technology and the Making of a Computational Planet. Minneapolis: University of Minnesota Press.
- Hackett, E. J., Amsterdamska, O., Lynch, M., and Wajcman, J., eds. 2008: The Handbook of Science and Technology Studies - Third Edition. Cambridge, M.A.: The MIT Press.
- Jasanoff, S. 2012: Science and Public Reason. London: Routledge.
- Jasanoff, S., Markle, G. E., Petersen, J. C., and Pinch, T., eds. 1995: Handbook of Science and Technology Studies. Thousand Oaks, Calif: Sage.
- Landström, C. 2019: Environmental Participation: Practices engaging the public with science and governance: Springer.
- Leach, M., Scoones, I., and Wynne, B., eds. 2005: Science and Citizens: Globalization and the Challenge of Engagement. London: Zed Books.
- Marres, N. 2012: Material Participation: Technology, the Environment and Everyday Publics. Basingstoke: Palgrave.

## 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

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Matthew Kearnes		MB365	x51010	by appointment	No	Yes
Lecturer	Kayla Lochner				By appointment	No	No
Teaching assistant	Viviane Nguyen					No	No

## Other Useful Information

### Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

### 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

## 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](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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and

- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

## **School Contact Information**

### **School of Humanities & Languages**

**Email:** [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

**Location:** School Office, Morven Brown Building, Level 2, Room 258

**Opening Hours:** Monday - Friday, 9am - 5pm