



UNSW Course Outline

IEST5007 Political Ecology: Sustainable Development & Justice - 2024

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General Course Information

Course Code : IEST5007

Year : 2024

Term : Term 1

Teaching Period : T1

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

This subject takes an international perspective on ecological and social inequity and other global

challenges, focusing on ongoing impacts of colonisation, the role of environmental conventions and trade rules, and the impact of global governance strategies such as the “sustainable development goals.” This course will be of particular interest if you are concerned with issues of global inequality, environmental justice, and the roles of the state and civil society. In this course, you will explore the environmental challenges that face the “Global South” and engage in a productive critique of neoliberal models of economic growth and development that underlie these challenges. The course provides you with an understanding of the historical, political, and international contexts within which issues of environment and “development” are framed, governed, and (in some cases) addressed. You will consider the social and environmental impacts and implications of global value chains and production networks, as well as efforts to undertake more ethical and sustainable approaches. You will engage in case studies and learn about applied, practical, and reflexive approaches for addressing globally interlinked issues facing the “Global South,” or “majority world.”

Relationship to Other Courses

This course is an MEM elective

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply critical thinking to core concepts relevant to emerging global environmental issues and challenges
CLO2 : Explain external political economic influences on the Global South/majority world, and how these influence 'sustainable development' type challenges and inequities
CLO3 : Explore and assess the use of global, economic, legal, and institutional frameworks for addressing environmental issues in the context of a range of other structural inequalities and challenges
CLO4 : Discuss and critique the effectiveness of institutional or regulatory approaches, market-based approaches, technology transfer, capacity building, and other approaches for dealing with 'sustainable development' challenges
CLO5 : Use knowledge of 'sustainable development' challenges and the practical and applied attempts to resolve them to analyse a range of local, national, and regional case studies

Course Learning Outcomes	Assessment Item
CLO1 : Apply critical thinking to core concepts relevant to emerging global environmental issues and challenges	• Essay • Final Report
CLO2 : Explain external political economic influences on the Global South/majority world, and how these influence 'sustainable development' type challenges and inequities	• Essay • Final Report
CLO3 : Explore and assess the use of global, economic, legal, and institutional frameworks for addressing environmental issues in the context of a range of other structural inequalities and challenges	• Essay • Final Report
CLO4 : Discuss and critique the effectiveness of institutional or regulatory approaches, market-based approaches, technology transfer, capacity building, and other approaches for dealing with 'sustainable development' challenges	• Final Report
CLO5 : Use knowledge of 'sustainable development' challenges and the practical and applied attempts to resolve them to analyse a range of local, national, and regional case studies	• Essay • Final Report

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Echo 360

Learning and Teaching in this course

We will have seminar-style learning with some lecture content, some discussions and groupwork, and activities. It is also available in distance mode with real-time interaction through Blackboard Collaborate

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: 14/03/2024 11:55 PM
Final Report Assessment Format: Individual	60%	Start Date: Not Applicable Due Date: 26/04/2024 11:55 PM

Assessment Details

Essay

Assessment Overview

Individual short essay. A commodity value chain analysis which can use qualitative or quantitative approaches.

Length: 1400 words

Feedback: Rubric and individual written comment on turnitin

Course Learning Outcomes

- CL01 : Apply critical thinking to core concepts relevant to emerging global environmental issues and challenges
- CL02 : Explain external political economic influences on the Global South/majority world, and how these influence 'sustainable development' type challenges and inequities
- CL03 : Explore and assess the use of global, economic, legal, and institutional frameworks for addressing environmental issues in the context of a range of other structural inequalities and challenges
- CL05 : Use knowledge of 'sustainable development' challenges and the practical and applied attempts to resolve them to analyse a range of local, national, and regional case studies

Detailed Assessment Description

See Moodle assignment sheets for detailed information. Due on 14 March at 11:55pm through Moodle TurnItIn portal.

Assessment Length

1400 words (plus references)

Submission notes

Submit as a word doc in Moodle

Assessment information

More details will be provided in the assignment sheet in moodle.

Assignment submission Turnitin type

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

Final Report

Assessment Overview

Major research report and case study on specific topic(s) covered.

Length: 3000 words.

Feedback: Rubric and individual comment on turnitin.

Course Learning Outcomes

- CLO1 : Apply critical thinking to core concepts relevant to emerging global environmental issues and challenges
- CLO2 : Explain external political economic influences on the Global South/majority world, and how these influence 'sustainable development' type challenges and inequities
- CLO3 : Explore and assess the use of global, economic, legal, and institutional frameworks for addressing environmental issues in the context of a range of other structural inequalities and challenges
- CLO4 : Discuss and critique the effectiveness of institutional or regulatory approaches, market-based approaches, technology transfer, capacity building, and other approaches for dealing with 'sustainable development' challenges
- CLO5 : Use knowledge of 'sustainable development' challenges and the practical and applied attempts to resolve them to analyse a range of local, national, and regional case studies

Detailed Assessment Description

See Moodle assignment sheets for detailed information. Due 26 April at 11:55pm in Moodle TurnItIn portal.

Assessment Length

3000 words (plus references)

Submission notes

submit as word doc in moodle portal

Assessment information

Further information is provided in the assignment sheet in moodle.

Assignment submission Turnitin type

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

General Assessment Information

Detailed assignment information will be provided in an assignment sheet in moodle.

For all assignments Harvard or APA in-text referencing is preferred, with a full reference list at the end of your assignments (only reference the works that you use and cite). Always include a citation when using someone else's work whether it is a paper, book, report or website. Failing to have citations is considered plagiarism.

Use of AI and tools such as ChatGPT are not allowed in the course. You will be penalised or fail if you use AI to produce your assignments.

Grading Basis

Standard

Requirements to pass course

Students must pass both assessment items to pass the course, unless there is a registered special consideration reason/challenge for an individual assessment.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Seminar	Week 1 Seminar. Class time is 6-9pm Mondays each week in Mathews 103 (K-F23-103). Introduction to the Course: Key Concepts in 'development', political ecology and sustainable development (Daniel). Students are expected to attend class in person unless enrolled in distance mode, which will have a Blackboard Collaborate portal for real-time engagement and lecture recording. See Moodle for detailed course schedule
Week 2 : 19 February - 25 February	Seminar	Week 2 Seminar. Monday 6-9pm in Mathews 103 (K-F23-103). Topic: International Trade, Environment and Development. Then Fair Trade topic, and some discussion of degrowth, debt and inequality if time (Daniel) Students are expected to attend class in person unless enrolled in distance mode, which will have a Blackboard Collaborate portal for real-time engagement and lecture recording. See Moodle for detailed course schedule
Week 3 : 26 February - 3 March	Seminar	Week 3 Seminar. Monday 6-9pm in Mathews 103 (K-F23-103). Topic: Guest seminar, Dr Zali Fung (Uni Melbourne). Hydropower, Infrastructure, Impacts and Inequalities, and Resistance in the Global South. Students are expected to attend class in person unless enrolled in distance mode, which will have a Blackboard Collaborate portal for real-time engagement and lecture recording. See Moodle for detailed course schedule
Week 4 : 4 March - 10 March	Seminar	Week 4 Seminar. Monday 6-9pm in Mathews 103 (K-F23-103). Topic: International Environmental Politics and Governance (Daniel) Students are expected to attend class in person unless enrolled in distance mode, which will have a Blackboard Collaborate portal for real-time engagement and lecture recording. See Moodle for detailed course schedule
Week 5 : 11 March - 17 March	Seminar	Week 5 Seminar. Monday 6-9pm in Mathews 103 (K-F23-103). Topic: Indigenous Knowledges, Bioprospecting and Biopiracy (Daniel) Students are expected to attend class in person unless enrolled in distance mode, which will have a Blackboard Collaborate portal for real-time engagement and lecture recording. See Moodle for detailed course schedule
Week 6 : 18 March - 24 March	Seminar	Week 6 Seminar. Monday 6-9pm in Mathews 103 (K-F23-103). Disaster Case Study: The 2004 Asian Tsunami and impacts on the Moken and Rebuilding Process in Thailand (Daniel) Students are expected to attend class in person unless enrolled in distance mode, which will have a Blackboard Collaborate portal for real-time engagement and lecture recording. See Moodle for detailed course schedule
Week 7 : 25 March - 31 March	Seminar	Week 7 Seminar Monday 6-9pm in Mathews 103 (K-F23-103). Topics: Energy Justice, Small Scale Renewable Energy and Right to Repair in Malawi and East Africa (Dr Shanil Samarakoon) Topic 2: Agriculture, Food Security, the Green Revolution and Gene Revolution (Daniel) Students are expected to attend class in person unless enrolled in distance mode, which will have a Blackboard Collaborate portal for real-time engagement and lecture recording. See Moodle for detailed course schedule
Week 8 : 1 April - 7 April	Reading	Easter Long Weekend public holiday. No class. Online activity. Watch the first 1-hour documentary 'Welcome to Lagos' and consider and post some thoughts in Moodle about the environmental and social justice challenges faced in 'Mega-Cities' in the Global South. Also use this week to read, research and work on your final assignment. Questions to think about/respond to: <ul style="list-style-type: none"> • What are 'mega-cities' and what factors are driving urbanization globally? • What waste challenges are evident, and what global factors influence them (also think to Basel Convention slides and discussion)? Are these open or closed loop waste streams? • How is poverty framed/discussed in the documentary? • While originally acclaimed, others described the film as 'poverty porn' and claimed it was colonial voyeurism. What do you think? • If we take a 'capabilities' approach to development thinking and a more pluriversal approach, what might we think about the film and the context in Lagos? Are these featured people generally skilful and 'capable' and to what extent do they have 'opportunities' and 'disadvantage'? See schedule in Moodle for link and more detail on the online activity.

Week 9 : 8 April - 14 April	Seminar	<p>Week 9 Seminar.</p> <p>Class is Mondays 6-9pm, Mathews 103 (K-F23-103)</p> <p>Guest Lecture class with Dr Zeenat Mahjabeen (Daniel is on leave in the US and may not reply quickly to emails).</p> <p>Topic: Climate Change Impacts, Risks and Adaptation in the Global South. Case Study focus on Bangladesh.</p> <p>Students are expected to attend class in person unless enrolled in distance mode, which will have a Blackboard Collaborate portal for real-time engagement and lecture recording. See Moodle for detailed course schedule</p>
Week 10 : 15 April - 21 April	Seminar	<p>Week 10 Seminar.</p> <p>Monday 6-9pm in Mathews 103.</p> <p>Guest lecture class with Dr Zeenat Mahjabeen.</p> <p>Topic: Rapid Urbanisation and Urban Environmental Challenges in Large Cities (e.g. Dhaka and other Large Cities).</p> <p>Plus Daniel will have a recorded 'final summary' set of slides posted in Moodle.</p> <p>Students are expected to attend class in person unless enrolled in distance mode, which will have a Blackboard Collaborate portal for real-time engagement and lecture recording. See Moodle for detailed course schedule</p>

Attendance Requirements

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

Course Resources

Prescribed Resources

There are no required texts for students. Readings will be set for each module through Leganto in Moodle. You will be able to access these readings through the UNSW library with your login.

Recommended Resources

Some useful texts, most of which can be found in UNSW library, include:

Perreault, T., Bridge, G., & McCarthy, J. (Eds.). (2015). *The Routledge handbook of political ecology*. Routledge, London.

Peet, R., Robbins, P., & Watts, M. (Eds.). (2010). *Global political ecology*. Routledge, London.

Peet, R., & Watts, M. (2004). *Liberation ecologies: environment, development, social movements*. Routledge, London.

Kothari, A., Salleh, A., Escobar, A., Demaria, F., & Acosta, A. (Eds.). (2019). *Pluriverse: A post-development dictionary*. Tulika Books and Authorsupfront. E-version [here](#)

D'Alisa, G., Demaria, F., & Kallis, G. (Eds.). (2014). *Degrowth: a vocabulary for a new era*. Routledge, London.

Some websites that may be useful include:

South Centre: <https://www.southcentre.int/>

International Institute for Sustainable Development: <https://www.iisd.org/>

International Institute for Environment and Development: <https://www.iied.org/>

UN SDG pages: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

IDDRI (French SD think-tank): <https://www.iddri.org/en>

GRAIN NGO: <https://www.grain.org/>

Natural Justice NGO: <https://naturaljustice.org/>

Additional Costs

N/A

Course Evaluation and Development

MyExperience feedback will be encouraged at the end of term and used to improve the course content, delivery and assessments. Due to COVID, teaching and coursework has been challenging, but in 2020 and 2021 the course received good reviews despite being mostly online. In 2022 we had a hybrid version of the course and in 2023 had classroom participation in a 'return to normal', with the distance options for students not resident in Sydney. This will continue in class as the dominant delivery mode - distance mode is intended for convenience for full time workers and people living outside Sydney. Class attendance is beneficial and important, and online students may find discussions and activities more challenging. Every year we consider the feedback for this course. Please read the course outline and moodle pages and email me with any questions, concerns or comments about the course or assessments. In response to feedback i will add additional activities in some classes (e.g. the climate change impacts and adaptation class has been updated)

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Daniel Robinson		Room 360 Morven Brown	On Microsoft Teams, via email	Due to travel, by appointment	No	Yes

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.

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, 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

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

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