IEST5003 Addressing Environmental Issues: Pathways to Change-Making - 2024

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General Course Information

Course Code : IEST5003
Year : 2024
Term : Term 3
Teaching Period : T3
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

In this course, you will look at how you can apply the frameworks and insights you have gained in

your postgraduate environment and society studies to the environmental issues you care about most. Before enrolling, you ideally should complete IEST5006 (Rethinking Environment) and the majority of your coursework as this course provides most benefit at/near the end of your program. The course uses an interdisciplinary approach in which you are encouraged to attend to the complexity of environmental issues and to develop effective proposals for action. While the course touches on a wide range of frameworks introduced throughout your preceding courses, you will develop several in greater depth in response to your interests and future career and research plans. You will learn about the nature of and need for multi- or trans-disciplinary approaches for addressing environment and society problems of local, national, and/or global importance. You will be supported to explore case studies and approaches that you intend to engage in your change-making and leadership work after you finish your coursework.

Relationship to Other Courses

This course is a 'capstone' for the Masters of Environmental Management (MEM) program and should ideally be taken towards the end of your program.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Demonstrate an advanced understanding of the entanglements of cultural, political-economic, and technical factors in environmental issues
CLO2 : Synthesise and use theoretical approaches to evaluate the effectiveness of contemporary practices of environmental leadership, management and change-making
CLO3 : Exhibit capability for independent and collaborative inquiry into real world environmental issues
CLO4 : Demonstrate effective verbal and/or written communication to a diverse range of audiences
CLO5 : Demonstrate an understanding of, and the ability to apply, reflexive and responsible practices of just and collaborative leadership in environment and society

Course Learning Outcomes	Assessment Item
CLO1 : Demonstrate an advanced understanding of the entanglements of cultural, political-economic, and technical factors in environmental issues	• Weekly Reflections • Final Report
CLO2 : Synthesise and use theoretical approaches to evaluate the effectiveness of contemporary practices of environmental leadership, management and change-making	• Case Study Presentation • Weekly Reflections • Final Report
CLO3 : Exhibit capability for independent and collaborative inquiry into real world environmental issues	• Case Study Presentation • Final Report
CLO4 : Demonstrate effective verbal and/or written communication to a diverse range of audiences	• Weekly Reflections • Case Study Presentation • Final Report
CLO5 : Demonstrate an understanding of, and the ability to apply, reflexive and responsible practices of just and collaborative leadership in environment and society	• Final Report

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

Learning and Teaching in this course

We will use a seminar format which encourages discussion in class (and online). We will also

have quite a few guests who contribute to the course with guest lectures/classes and activities.

Students will also regularly present their research in class almost every week.

Additional Course Information

There is an on-campus and a 'distance' mode. We will typically run hybrid classes where distance students can attend through Blocakboard Collaborate in Moodle in real time.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Weekly Reflections Assessment Format: Individual Short Extension: Yes (1 day)	20%	Start Date: Not Applicable Due Date: Not Applicable Post Date: 17/09/2024 05:00 PM
Case Study Presentation Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Not Applicable Post Date: 17/09/2024 05:00 PM
Final Report Assessment Format: Individual Short Extension: Yes (2 days)	50%	Start Date: Not Applicable Due Date: 15/11/2024 11:00 PM Post Date: 17/09/2024 05:00 PM

Assessment Details
Weekly Reflections

Assessment Overview

Weekly short written summaries for distance and on-campus students, with short online feedback given, for 5 weeks ~250 words per week.

Course Learning Outcomes

- CLO1 : Demonstrate an advanced understanding of the entanglements of cultural, political-economic, and technical factors in environmental issues
- CLO2 : Synthesise and use theoretical approaches to evaluate the effectiveness of contemporary practices of environmental leadership, management and change-making
- CLO4 : Demonstrate effective verbal and/or written communication to a diverse range of audiences

Detailed Assessment Description

Assessment 1: Weekly Reflections Weekly short written summaries for distance and on-campus students, with short online feedback given, for 5 weeks ~250 words per week. This is not a Turnitin assignment

Additional details: Throughout the course, you will produce short reflections aimed to deepen

your engagement with what you have learned in the MEM and to encourage you to develop your creativity and skill in applying your learnings to real-life situations. You will post your reflections on Moodle on selected weeks (see assignent guide in Moodle) the day before class.

Assessment Length

250 words

Submission notes

Submission within Moodle discussion post

Assessment information

Because they are in discussion posts, it will be visible to other students. Due to the number of posts, only very limited feedback will be given and a mark.

Assignment submission Turnitin type

This is not a Turnitin assignment

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](#).

As this is a short personal reflection, it is NOT appropriate to use any AI generation.

Case Study Presentation

Assessment Overview

20-30 mins class presentation or for distance one week leading an online forum.

Feedback via rubric and verbal comment in class.

Course Learning Outcomes

- CLO2 : Synthesise and use theoretical approaches to evaluate the effectiveness of contemporary practices of environmental leadership, management and change-making
- CLO3 : Exhibit capability for independent and collaborative inquiry into real world environmental issues
- CLO4 : Demonstrate effective verbal and/or written communication to a diverse range of audiences

Detailed Assessment Description

10-15 mins presentation plus 10-15 mins Q&A (total 30 mins) class presentation in allocated weeks to be decided in Week1. For distance students you will have to upload a recorded presentation on the Tuesday in Week 7, October 22nd at 11pm. Written group feedback will be given. This is not a Turnitin assignment

Additional details: This presentation assignment will encourage you to use the most relevant theories from the course readings to analyse and explain an environmental issue you are passionate about. Each group (or individual, depending on numbers) will be given the readings from a particular week and, in that week, will lead a focused discussion applying one or two concepts from the readings to a case study of their choice. In your presentation, you will teach us the key elements of your theory/framework and encourage the class to reflect on what it helps them to see in the case study. This case study can be related to your final assignment, but does not have to be exactly the same topic.

Assessment Length

15-20 minutes plus question time

Submission notes

Presented in class, or recorded and uploaded if distance

Assessment information

See additional assignment instructions in moodle

Assignment submission Turnitin type

This is not a Turnitin assignment

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.

As this is a presentation, it is expected that you will not use AI to generate or refine any material

Final Report

Assessment Overview

Students will be required to submit a 2000 word final report based on investigation/analysis of an environmental issue of their choice.

Feedback via rubric and written comment.

Course Learning Outcomes

- CLO1 : Demonstrate an advanced understanding of the entanglements of cultural, political-economic, and technical factors in environmental issues
- CLO2 : Synthesise and use theoretical approaches to evaluate the effectiveness of contemporary practices of environmental leadership, management and change-making
- CLO3 : Exhibit capability for independent and collaborative inquiry into real world environmental issues
- CLO4 : Demonstrate effective verbal and/or written communication to a diverse range of audiences
- CLO5 : Demonstrate an understanding of, and the ability to apply, reflexive and responsible practices of just and collaborative leadership in environment and society

Detailed Assessment Description

Due date: Friday 15/11/2024 11:00 PM. Students will be required to submit a 2000 word (plus references) individual final report based on investigation/analysis of an environmental issue of their choice, or they can produce another type of equivalent work like an audio-visual presentation, podcast or similar. This final assignment can build upon your group presentation/distance presentation. Written feedback will be given.

Assessment Length

2000 words plus references

Submission notes

Upload into moodle

Assessment information

See assignment instructions in Moodle for more information

Assignment submission Turnitin type

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

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](#).

Please do not use AI. Even the use of Grammerly will cause an AI detection in TurnItIn which will lead to further scrutiny of your assignment for AI and plagiarism, and possible penalties/loss of marks.

General Assessment Information

More details about classes and assessments provided in documents and portals in Moodle.

Grading Basis

Standard

Requirements to pass course

You must complete and submit each assessment task to pass the course. Special consideration can be granted for medical and misadventure grounds - please apply through MyUNSW or contact student Nucleus for special consideration. Typically a short extension will be granted for an illness.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Seminar	Seminar 1: Introduction to Addressing: Connecting to what you care about most! The heart of this course is about taking what you've already learned in the MEM and applying it to a real-world issue that matters deeply to you. There are a diversity of ways you can do this! (writing! podcasts! reports! films! posters/art!). In part 2 we will discuss these options. In part 1 we will be meeting each other and really connecting to the environmental change you would most love to be affecting in the world. Part 1: What issues do you care most about? What do we want to do in the world? Looking at the diversity of issues that we care about most. Part 2: Thinking towards next week and the rest of the course: overview of assignments and looking at what is possible, plus possible guests and topics you want added!
Week 2 : 16 September - 22 September	Seminar	Seminar 2: Thought leadership in complex worlds and developing reflexive expertise. What is an issue? How do we approach it in ways that refuse to be reductive? How do we support ourselves to address environmental issues with real rigour and power? In this class we will address complexity and analytical strategy to support you to address your environmental issue in ways that matter. We will also start to think about the (living!) environmental leaders that you admire most. How can we connect with them in this class? Let's brainstorm and start working on getting brave enough to invite them along! Daniel will give some examples of complexity thinking drawn from 'Political Ecology' to help understand the bigger picture global contexts behind some environmental 'issues'. Part 2: Limits and uses of theory. What does a theory help us to see? How do we apply knowledge frameworks and lenses to issues? Which frameworks, when? How do we know when we know enough? How do we know which framework is the most useful? What does it mean to situate our knowledge, and why does it matter? We will go through a practical exercise in applying theory to an issue and seeing what different lenses allow us to see. Then the tables turn back to you: what lens do you want to apply to your environmental issue and why.
Week 3 : 23 September - 29 September	Seminar	Seminar 3: Working in the 'Real world'. Environmental careers and change-making. The first part of class will include a focus on 'working in the real world' including a guest speaker from UNSW Employability, discussing job-seeking and interview skills. Daniel will also then lead a discussion about jobs, sectors/fields, their pros and cons, how they affect positive change (or not). Daniel will give examples from his colleagues careers. In the second part of class we will talk about more theories that can be useful for us and for our assignments/final report. Daniel will talk about situated knowledges, and Indigenous knowledges/frameworks with some examples and case studies.
Week 4 : 30 September - 6 October	Seminar	Seminar 4: Research and 'Real World' Environmental Challenges. Guest speaker Nadia Degregory. Student presentations start this week!! We will likely have a student presentation or two. Our guest speaker Nadia Degregory will be talking about her research environmental justice and extractivism. She will give examples of the challenges surrounding seeking fairness, equity or justice when natural resources are extracted under capitalist modes of production in the 'real world'. She will provide examples from Australia and our region and also Latin America. We will then likely break into groups to do a related discussion or stakeholder exercise.
Week 5 : 7 October - 13 October	Seminar	Week 5: Week 5: Making Change – Approaches and Adaptive Management – Guest Speaker A/Prof John Merson Emeritus A/Prof John Merson will give us a seminar (approx 2 hours) on his work with the Blue Mountains World Heritage Institute drawing on adaptive management principles to explain his work on two projects: Adaptive Management and upland swamps in the catchment of the Blue Mountains area; Flight-ways and interconnected international wetlands - focusing on migratory bird pathways and international collaborations for ecological change-making.
Week 6 : 14 October - 20 October	Seminar	Guest Lecture: Ocean Accounts - A Framework for Sustainable Ocean Management Michael Burnside, Sustainable Development Reform Hub, UNSW We will likely start with a student presentation (or two). This guest lecture introduces the concept of Ocean Accounts, an innovative approach to measuring and managing the ocean economy and its environmental impacts. Drawing from the work of the Centre for Sustainable Development Reform at UNSW, students will explore:

		• Introduction to the Global Ocean Accounts Partnership as a mechanism for international collaboration. • The rationale behind ocean accounting and its role in addressing international commitments (e.g., SDGs, CBD) and national policies • Key components of the Ocean Accounts Framework, including: Environmental assets (natural capital) Flows to the economy (ecosystem services) The ocean economy Flows to the environment (eg. waste) • The integration of social, environmental, and economic data in decision-making • Applications of ocean accounting at national and project levels • Challenges and opportunities in implementing ocean accounts The lecture will demonstrate how ocean accounting provides a "knowledge foundation" for evidence-based policymaking, spatial planning, and sustainable development strategies. Students will gain insights into this transdisciplinary approach to addressing complex environmental issues related to ocean governance and management.
Week 7 : 21 October - 27 October	Online Activity	Seminar 7: Online Discussions: Working Across Difference: Time, Space and Generative (?) Tensions. This week Daniel is on the Indigenous Knowledge IEST7600 field trip. The task goes into an online discussion forum. Do not attend class in person, but please login to moodle and discuss this topic. In environmental change-making, you will be engaging with people from all walks of life: you might have found you are already doing this in our class. How can you listen well? Even to people you disagree with or don't understand or with radically different experiences of time and space? What skills might you need to develop to connect with people with radically different politics? Might there be times when opposition is called for? Where might your blind spots be? In this online discussion, we will be looking at a range of ways of co-creating change in a world of radical difference. Distance/Online students must post their recorded presentations to moodle for us to view!!
Week 8 : 28 October - 3 November	Seminar	Conflict Transformation in Environmental Issues: Nadia Degregory will be talking about conflicts relating to environmental issues, giving examples from resource extraction and mining internationally. We will then do a task where we are allocated different roles and will then try to work towards a conflict transformation or resolution. Student presentations at start or end of class. Also, Part 2 if we have time: Collegiality Day This week, we will be making the most of the brains trust in our class. You will give a short informal verbal overview of what you are doing your final project on and receive formal feedback from two of your peers. This session is all about learning to express yourself really clearly and to collaborate with the folks around you! Understanding all the projects we are doing in this class is a vital part of making sure that the final four seminars are able to speak to and respond to the environmental issues we are all addressing. The classes from here on in will be continually referring back to and learning from your projects as they develop.
Week 9 : 4 November - 10 November	Seminar	Finding leadership in addressing environmental issues: Guest Lecture A/Prof Mark Diesendorf (TBC). This seminar is all about thinking about who we are as researchers, leaders and change makers. We have a guest lecturer talking about climate action and activism: Emeritus A/Prof Mark Diesendorf - a leading figure on climate and sustainability science, policy, technology and activism. He will be drawing from his book: 'Climate Action: A campaign manual for greenhouse solutions' and so the class will have a climate change action focus. Some key thoughts and themes worth discussing: What sort of leadership do we want to embody in the world? What are the commitments we bring with us? What is leadership? How can we find our own leadership in environmental issues? Can we lead collectively? What strategies do we need (e.g. Mark will take us through some climate activism strategies)? How does our personhood play out in our research? What are the challenges that we face? How can we get the support we need to overcome them?
Week 10 : 11 November - 17 November	Seminar	Last session! Some final work in progress discussion: sharing and supporting the final stages of our final projects In this seminar, you will share how your work is going in small groups, what you have found and what you still need to finalise. Dotted throughout this workshop, Daniel will pull together some of the strands as you presented them in your case studies as well as reflecting on and encouraging you to deepen your work. Here you will be encouraged to really wrestle with the provocations offered and keep on developing your expertise and reflexivity. Some brief discussions from Daniel about the Bush Foods and Caring for Country sector with latest updates. If time, Daniel will talk about the new Traditional Knowledge Treaty and its limitations, and about the relatively new Global Biodiversity Framework and he will ask us to reflect on how we could implement solutions for biodiversity relating to this Framework.

Attendance Requirements

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

General Schedule Information

Classes are Tuesday evenings from 6pm-9pm in Quadrangle 1043. Note there is a reading week mid-term. See Course Schedule in Moodle for detailed information about classes and guests.

Course Resources

Prescribed Resources

Please refer to Moodle for details. All course readings will be available on Leganto.

Recommended Resources

Please refer to Moodle for details.

Additional Costs

No additional costs

Course Evaluation and Development

Formal feedback is gathered through the my Experience link available in Moodle at the end of the course.

Informal feedback is welcomed throughout the course through either email, Moodle, or face to face engagement. Past feedback has allowed Laura (previous convenor) and Daniel to make improvements to lecture slide readability and to improve the quality of lecture recordings for online students. Addressing is a course that is intended to be responsive to your needs and interests. Please let Daniel know as soon as you see something that could be improved so that the whole class can get the benefits of your good ideas!

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Daniel Robinson		MB360	through MS Teams or Zoom	By appointment. I will typically be in my office Tuesday afternoons for a few hours before class. Note, I do need to eat at ~5pm!	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.

[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

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