SCHOOL OF SOCIAL SCIENCES

Children on Nissan Atoll, Bougainville, Papua New Guinea. October, 2010 © J. Luetz

ARTS3241

Environmental Justice

SEMESTER 1, 2014

Dr Johannes Luetz

Welcome to ARTS 3241, Environmental Justice! This is a Level 3 course in UNSW's Development and Environmental Studies majors worth 6 UoC.

CONTENTS

STAFF DETAILS

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Consultation Times: Fridays 12-1pm; **by appointment.**

COURSE OVERVIEW

This course has three main aims:
- The first is to critically examine the concept of environmental justice (EJ), its origins, and the multiple ways it can be understood.
- The second is to analyse in-depth case studies of EJ to gain a comprehensive understanding of context and complexities.
- The third is to develop analytical and strategic tools to advocate for EJ in different political, social, and economic contexts.

To achieve these aims we will focus on: what constitutes environmental justice and injustice; how injustice is contested and justice negotiated; the different fissures around which injustice is realised and experienced, and the strategies and tactics different actors adopt to challenge injustice. We will explore the contradictions, dilemmas, and complexities of environmental justice and develop tools to navigate through these. The course content has been designed around case studies that allow you to engage with issues and stakeholders in existing contexts and think of ways you might approach these and/or similar scenarios. The assessments have been designed to reflect the type of research, writing, and in-depth knowledge of a context required for understanding and challenging injustice.

COURSE STRUCTURE

The course is divided into three parts:

Part 1 (weeks 1-5) - introduces the concept of EJ, its origins, and evolution. In week 1 we will discuss the concept in depth and use the example of climate change to illustrate the ways the concept has shifted from localised to globalised understandings of the unequal impacts of environmental change. As EJ was founded through studies of race and class in urban America we begin by analysing different cases of urban injustice (weeks 2 & 3), followed by week 4 on environmental justice under conditions of military occupation and armed conflict. Part 1 involves a whole group's workshop in week 5 to develop group case studies and provide feedback heading into the Easter Break.

The content of Part 1 will be assessed in the student group case study presentation and case study write-up (Assessment Task 1 and 2 for which the week 5 workshop is important preparation) and the weekly online quiz (Assessment Task 3).

Part 2 (weeks 6-10) - demonstrates the ways EJ has evolved into a comprehensive agenda in environmental politics in varied contexts throughout the world. We will examine injustice in the ways the environment has been enclosed and commodified through bio piracy, supply chains, land reform and enclosure of the environment to enact sovereignty and for conservation (weeks 6 & 8). This demonstrates the ways environmental injustice emanates from both environmental destruction and attempts at environmental conservation. We then move on to analyse EJ in the aftermath of major ruptures to the environment; floods, tsunamis, dams (week 9). [There is no class in week 7 – Good Friday.] The final week (week 10) in this part of the course we explore multiple ways of imagining the environment and multiple ways of realising justice allowing us to use new cases and cases from throughout the earlier weeks of the course to revisit EJ and debate the utility of the concept.

The content of Part 2 will be assessed in the student group case study presentation and case study write-up (Assessment Task 1 and 2) and the weekly online quiz (Assessment Task 3).

Part 3 (weeks 11-12) - is set-aside for the student group case study presentations. Each week we will have 3 groups presenting their case study to the rest of the class. I will facilitate these sessions to allow for participation from the audience and for a meaningful exchange between presenters and audience. Presentations will be kept short, to allow for maximum discussion time. Please see assessment guidelines below for more information about the task itself. These weeks are designed to give you the chance to use Parts 1 and 2 of the course to build your own detailed case study of EJ and present it to the class opening up discussion and further analysis of the course content.

The content of Part 3 will be assessed in the student group case study presentation and case study write-up (Assessment Task 1 and 2) and the Peer and Self Assessments (Assessment Task 3).

Tulun Atoll, Bougainville, Papua New Guinea. October, 2010 © J. Luetz

Abandoned Island of Hathifushi, Maldives, December 2011 © J. Luetz

Hathifushi islander and her former house, Maldives, December 2011 © J. Luetz

COURSE OBJECTIVES

The course aims to:
- Provide an in-depth analysis of the origins, evolution, and utility of EJ
- Provide a detailed understanding of the different fissures around which injustice is produced in the context of environmental change
- Provide a comparative understanding of different contexts where EJ is compromised
- Provide an understanding of the strategies, tactics and constraints of activism and advocacy by actors seeking EJ in different contexts
- Provide the opportunity to consider ways that you would do things differently if given the opportunity to work on a particular instance of EJ or in a particular location

STUDENT LEARNING OUTCOMES

At the completion of this course students should be able to:
- Understand the origins, evolution, and utility of EJ
- Identify the different fissures around which injustice is produced in the context of environmental change
- Identify the different contexts where EJ is compromised
- Engage with the complexities of seeking EJ in different contexts
- Provide the opportunity to consider ways that you would do things differently if given the opportunity to work on a particular instance of EJ or in a particular location
- Conduct independent research into agencies of development through the student group case study presentation and case study write-up
- Further develop critical analytical skills through the weekly evaluation of compulsory readings and the discussion of readings in groups and to the class as a whole
- Effectively communicate informed perspectives on the course topics verbally in tutorials and through the group case study assessment

GRADUATE ATTRIBUTES

Course aims, learning outcomes, teaching strategies, and assessment modes contribute to the following Graduate Attributes:
- the skills involved in scholarly enquiry
- an in-depth engagement with EJ in its interdisciplinary context
- the capacity for analytical and critical thinking and for creative problem-solving centered around 'real world' scenarios
- the ability to engage in independent and reflective learning individually and as part of a group
- the skills to appropriately locate, evaluate and use relevant information
- the capacity for enterprise, initiative and creativity in addressing issues in conventional and innovative ways
- a capacity to contribute to, and work within, the actors pursuing EJ

- the skills required for collaborative and multidisciplinary work
- a respect for ethical practice and social responsibility
- the skills of effective communication through whole seminar, group work, and group presentations

In accordance with UNSW Learning and Teaching Guidelines this course is designed at the 300 level. The course design ensures that conceptual, theoretical, and historical themes are contextualised and critically applied to contemporary contexts contributing to an inclusive curriculum. The use of case studies throughout the course ensures that students will be introduced to a range of different empirical contexts throughout the course. The course recognises that students have an active role to play in the learning process. Thus the course engages student involvement through seminars, readings, class participation and assessment. The three assessment modes are designed to enable students to reflect on their understanding of the subject and develop vital skills in research and communication; both written and verbal that will be used throughout the course and outside university. The seminars will provide a structured environment to set out and communicate core course content while also providing a forum in which students can explore and challenge their opinions and develop new understandings as well as workshop their ideas.

TEACHING STRATEGIES

The learning outcomes will be addressed through a 3 hour Seminar each week involving both 'lecture' style content, group work centered on case studies, and whole class discussion.

Seminar schedule: Friday, 9am-12pm – Colombo LG02 (K-B16-LG02)

We will be in small groups from Week 1 and these groups stay the same throughout the semester. The format of the seminars will vary to a degree each week. I will present 'lectures' as gateways into the week's topic, rather than the last word on the material. The length of time for the 'lecture' component may vary from week to week depending on the topic, so please don't feel that the seminar is easily divisible into 'lecture' and 'tutorial' components, one of which is optional and can be skipped and the second which is compulsory. This is not the case.

Attendance at the entire 3 hours seminar is compulsory.

Group work will be constant throughout the semester. In our first class you will be put into groups of between six to eight students, and you will stay in these groups for the entire semester. Not all of the seminar discussions will involve group work, but we will at least spend a portion of the 3 hours each week in groups. There are several reasons for using group work in this course.

The first is that this replicates the type of working environment you will experience in the workplace and in research teams; whether in NGOs, international organisations, government departments, or as part of collectives and social movements. The course is designed at the 300 level, wherefore it is intended that you gain as much experience as possible working with others collaboratively so that when you are in these situations outside university you will be able to respond and adapt easily. This links to the UNSW graduate attributes.

The second reason is pedagogical. Group work enhances the opportunities for you to participate in the course. The seminar format allows for more participatory learning rather than the passive learning common in long lectures and brief tutorials. Group work allows you to participate in your groups in the seminar (and outside the seminar through group assignments- see below), the seminar format allows you to participate in whole group discussions with the entire seminar - often after you have had time to work through some of your ideas in your groups, and the 'lecture' style will be more open than formalised lectures, with many more opportunities for you to contribute.

In order for this seminar to work you have to be prepared to work collaboratively in your group for at least some of the seminar time each week and outside class. If you are not prepared to work in groups or find that you are having trouble in your group you need to come and see me as soon as you can. If you don't 'buy in' to the seminar format, it is very difficult for you to get much out of the course. It is important that you think carefully about this at the very start of the course and come and see me if you have any concerns.

Some guidelines for the Seminars:
The seminars are designed to be enjoyable and stimulating. They are the place where you will meet people, share ideas, have discussions, have disagreements, and learn more about the particular topic than you could from just reading on your own. Thus it is important to participate in seminars and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good seminars, especially in this format, is having all members of the class arrive having read at least the compulsory readings and be prepared to contribute to class and group discussion. The weekly online readings quiz forms part of the assessment for the course and this rewards you for your class preparation with marks that go towards your final grade.

- **Attendance is compulsory.** See 'Attendance' below.
- Avoid being late; it is difficult to get the most benefit from seminars if you arrive half an hour into the seminar. It is also unfair on the students who make an effort to get there on time every week and very disrespectful to me. We will have opportunities during class to have breaks and group work time.
- **You must do the readings.** You will get a lot more out of class if you do, and very little if you don't. In this course you are required to complete questions on the readings as part of your preparation for class each week and as part of the overall assessment for the course (see 'Assessment' below).

- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally stimulating and significant.
- You will be given the opportunity to provide feedback on the course during the semester to enable us to continually improve the subject. As this course is relatively new, feedback will be crucial to shaping how the course is run in 2015.

Consultation

A 1hr consultation time is also allocated weekly. Consultation will be between 12-1pm on Fridays [after class]. If you need to see me outside this time please make an appointment. If you are having difficulties with any of the assessments or with any of the course content please come and see me as early as possible so that I can help you as best I can.

COURSE SCHEDULE

Please note: we miss one week of class due to the Good Friday holiday 18 April. In order to accommodate this holiday the number of presentation weeks have been cut from 3 to 2 (weeks 11 and 12). With a total of 6 groups presenting this means that instead of having 2 groups present per week we will have 3 groups presenting per week. This will cause the least disruption to the course and ensure that all the planned content is delivered.

PART 1

Week 1, Friday 7 March: What is Environmental Justice?

This week we trace the origins of the concept of environmental justice (EJ) from studies of race and class in the United States in the 1980s. We analyse contemporary uses of EJ in environmental studies and development studies (and cognate disciplines) in different concepts throughout the world. We will use the example of climate change to illustrate this. We will also spend time discussing different ways of imagining both 'the environment' and 'justice', an exercise we will do as a class and revisit in week 10. Groups will be allocated and the assessments and other aspects of the course will be covered.

Bullard, R.D. (1993), 'Race and environmental justice in the United States', *Yale Journal International Law*, 18, 319-335.

Dawson, J.I. (2000), The Two Faces of Environmental Justice: Lessons from the Eco‐Nationalist Phenomenon, *Environmental politics*, 9 (2), 22-60.

Sze, J. and London, J.K. (2008), 'Environmental justice at the crossroads', *Sociology Compass*, 2 (4), 1331-54.

Week 2, Friday 14 March: Urban Injustice 1: Resettlement and Beautification

We begin the first of a two-week unit on urban EJ. This week we will look at urban gentrification, beautification, and resettlement and the ways these aggravate fissures of race, class and gender. It is important to note that many of the measures that cause injustice in urban areas come from attempts at urban renewal, not simply urban destruction.

Bhan, G. (2009), '"This is no longer the city I once knew". Evictions, the urban poor and the right to the city in millennial Delhi', *Environment and Urbanization*, 21 (1), 127-142.

Turner, S. and Schoenberger, L. (2011), 'Street Vendor Livelihoods and Everyday Politics in Hanoi, Vietnam: The Seeds of a Diverse Economy?', *Urban Studies*. June 24, 2011, pp. 1-18.

Week 3, Friday 21 March: Urban Injustice 2: Contention and Contestation

In the second week on urban EJ we will examine the direct and indirect ways that communities contest contentious urban change. Contestation takes place through fairly orthodox methods of collective advocacy, activism, and protest, yet it also takes place through the creation of alternative spaces to challenge injustice.

Hillier, J. (2009), 'Assemblages of justice: the 'ghost ships' of Graythorp', *International Journal of Urban and Regional Research*, 33 (3), 640-61.

Moore, S.A. (2009), 'The excess of modernity: garbage politics in Oaxaca, Mexico', *The Professional Geographer*, 61 (4), 426-37.

Öz, Ö. and Eder, M. (2012), 'Rendering Istanbul's Periodic Bazaars Invisible: Reflections on Urban Transformation and Contested Space', *International Journal of Urban and Regional Research*. Volume 36, Issue 2, pages 297-314, March 2012

Week 4, Friday 28 March: Brutal Ecology: Militarism and the Environment

This week we will examine the ways environmental justice and injustice manifests under conditions of conflict, military occupation, fragmented state control and transnational environmental agendas. Here we will discuss the ways environmental agendas can interact with and both bolster and exacerbate injustice and conflicts over land and/or resources.

Grajales, J. (2011), 'The rifle and the title: paramilitary violence, land grab and land control in Colombia', *Journal of Peasant Studies*, 38 (4), 771-92.

Verhoeven, H. (2011), 'Climate Change, Conflict and Development in Sudan: Global Neo‐Malthusian Narratives and Local Power Struggles', *Development and Change*, 42 (3), 679-707.

Week 5, Friday 4 April: Workshop

This week we will spend the seminar workshopping your initial ideas for your group case study. Each group will get ~ 10 minutes to discuss their project and we will all have the chance to offer feedback for another 10 minutes. Each group also needs to submit to the class a brief summary of their ideas [1/2 a page to one page]. This lets your group head into Part 2 of the course and a two-week break with some feedback and ideas to work with. This approach has been offered in various third year courses and all groups found it beneficial. More information will be given in class closer to the date.

PART 2

Week 6, Friday 11 April: Enclosing & Commodifying the Environment 1: bio-piracy, conservation, supply-chains

We begin part 2 of the course with a 2-week unit on enclosing and commodifying the environment. Here we examine some of the most contentious environmental justice issues taking place in rural areas throughout the world. Yet these issues are not all contained at the local level and we shall see the ways rural spaces are deeply linked to global spaces materially and ideally. As with other weeks injustice does not simply arise from destruction but also out of attempts to converse, value, and commodify the environment. In this week we look at market driven measures to enclose and commodify the environment and its impacts on justice and injustice for different groups.

Corson, C. (2011), 'Territorialization, enclosure and neoliberalism: non-state influence in struggles over Madagascar's forests', *Journal of Peasant Studies*, 38 (4), 703-26.

Robinson, D. and Kuanpoth, J. (2008), 'The traditional medicines predicament: a case study of Thailand', *The Journal of World Intellectual Property*, 11 (5-6), 375-403.

Tsing, A. (2009), 'Beyond economic and ecological standardisation', *The Australian Journal of Anthropology*, 20 (3), 347-68.

Week 7, Friday 18 April: No class- Good Friday - See explanation above.

Week 8, Friday 2 May: Enclosing & Commodifying the Environment 2: land reforms, borders, sovereignty

As the second week on enclosure and commodification we will look at state measures to enclose and commodify the environment through land reforms and attempts to enact sovereignty.

Lund, C. (2011), 'Fragmented sovereignty: land reform and dispossession in Laos', *Journal of Peasant Studies*, 38 (4), 885-905.

McDuie-Ra, D. (2012), 'Tribals, migrants and insurgents: security and insecurity along the India–Bangladesh border', *Global Change, Peace and Security*, 24 (1), 165-182.

Upton, C. (2009), "Custom" and Contestation: Land Reform in Post-Socialist Mongolia, *World Development*, 37 (8), 1400-10.

Week 9, Friday 9 May: Ruptured landscapes: tsunamis, floods, dams

This week we will analyse environmental justice and injustice in ruptured landscapes. Urban, rural and peri-urban landscapes are ruptured through all kinds of development projects, extreme weather events, contamination, and resettlement. Ruptures cause uneven impacts on different groups. This week we will look at the environment injustices that emerge from ruptured landscapes and resettlement politics.

Katz, C. (2008), 'Bad elements: Katrina and the scoured landscape of social reproduction', *Gender, Place and Culture*, 15 (1), 15-29.

Wilmsen, B., Webber, M., and Yuefang, D. (2011), 'Development for Whom? Rural to Urban Resettlement at the Three Gorges Dam, China', *Asian Studies Review*, 35 (1), 21-42.

Week 10, Friday 16 May: Plural justice/ plural environments

In the final week of Part 2 we will draw together knowledge from the cases we have studied, the readings, and the experiences of the class to discuss some of the complexities of environmental justice. In particular we will focus on different ways of conceptualising the environment and different ways of conceptualising justice. We will break down the coexistence of different views within particular contexts and what this means for the utility of the concept of environmental justice. We will go back to definitions we formulated as a group in week 1 and also revisit the readings from that week and see how our views may have altered and/or persevered through the course thus far.

Campbell, B. (2005), 'Nature's discontents in Nepal', *Conservation and Society*, 3 (2), 323-353.

Tschakert, P. (2009), 'Digging Deep for Justice: A Radical Re-imagination of the Artisanal Gold Mining Sector in Ghana', *Antipode*, 41 (4), 706-40.

Week 11, Friday 23 May: Presentations A
Three groups will present their case studies this week.

Week 12, Friday 30 May: Presentations B
Three groups will present their case studies this week.

Children in Bhai-Bone Bosti slum, Mohammadpur, Dhaka, 2011; © J. Luetz

COURSE EVALUATION AND DEVELOPMENT

Student evaluative feedback on this course is welcomed and is gathered periodically, using among other means UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

RESOURCES FOR STUDENTS

You will require the following materials to complete this course.

1. Compulsory Readings
Each week I have provided a selection of compulsory readings from different sources. These are listed here in the course guide each week and it is expected that you will access these yourself through the library online. All articles are accessible through the UNSW library webpage and can be downloaded and printed. This makes access simple and makes a paper-bound Study Kit unnecessary. This also means there is no additional cost to you and also allows me to give you interesting and varied material related to each topic.

2. Additional Readings

I have chosen not to list additional readings in this guide as I believe at the 300 level you should be able to find additional readings on your own and I would prefer that you are familiar with all the Compulsory Readings each week before you go searching further. Reading lists typically restrict you in your research as you often don't look beyond what is on the list and all students end up reading the same set of articles. As you will be working in groups for much of the time we are together, it is advisable that you search for readings and share them with each other, perhaps with each member of your group searching in one or two particular journals for the topic you are researching. I recommend you search for readings in the following journals - all available online through the UNSW library webpage. This is usually the BEST place to start your search for information rather than large databases and/or the web.

- Ambio
- Antipode
- Community Development Journal
- Development
- Conservation and Society
- Development and Change
- Environment and Planning A-D
- Environment and Urbanization
- European Journal of Development Research
- Gender and Development
- International Journal of Urban and Regional Research
- Journal of Development Studies
- Journal of Human Development
- Journal of International Development
- Journal of Peasant Studies
- Oxford Development Studies
- Public Administration and Development
- Race and Class
- Singapore Journal of Tropical Geography
- The Professional Geographer
- Third World Quarterly
- Urban Studies
- World Development

Given the quality of the articles in these journals you should have no need to use non-peer-reviewed sources in your written assignments. You may also find a number of further anthropology, environment, geography, and law journals that contain content that will be relevant to your case studies. Area studies journals also provide excellent case studies. We will have opportunity to discuss journals in the workshop week.

Websites

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is: http://info.library.unsw.edu.au/web/services/services.html

ASSESSMENT

Final grades in this course will be based on three assessments:

Assessment task	Length	Weight	Due date
1. Group Case Study Presentation	20-25 mins + discussion Lecturer Grade (20%) Peer Review Grade (10%)	30%	Week 11 or 12
2. Group Case Study Write-Up	12 pages + biblio and appendix	30%	One week after presentation (week 12 or 13)
3. Preparation & Participation	Weekly Readings – Quiz online (25%) Peer & Self Assessment (15%)	40%	Quiz Weeks 2-10 [8 rounds] End of semester (after case study submission)

The weekly quiz is conducted online through Moodle. Instructions will be given in Week 1. Peer and Self-assessment is emailed from me to you and then returned by you directly to me by email. Alternatively, this confidential component may also be conducted online through Moodle. Instructions will be given in class. **Student group case study write-ups need to be handed in electronically** (see section "Submission and Collection of Written Assignments").

ASSESSMENT TASK 1 & 2:
Group Presentation and Written Case Study: Due Weeks 11,12,13.

One of the main aims of this course is to combine a thorough analysis of what constitutes environmental justice and injustice and the ways in which injustice is addressed. This assessment task is designed to give you the chance to work collaboratively with your group on a particular scenario and presenting it as a case study to the rest of the seminar group. You will have the chance to work on this in your groups throughout the semester. You need to submit a ½ page to one page preliminary outline of your case study to me and the class before our workshop in week 5, and we will give you feedback on this during the workshop.

Your task as a group is to decide upon an issue and a location and undertake an in-depth case study and ways that it is being addressed and might be better addressed. You probably won't

be able to narrow down your issue until you have done preliminary research. By the time of the workshop in week 5, you should have a clearer idea of the specific issue and the specific location you have chosen. The feedback from the workshop may require your group to think about this further, and the purpose of the workshop is for us to work together as a whole seminar group to offer advice and suggestions on each project.

The assessment of the Group Case Studies is through your presentation of the case study to the class in either Weeks 11 or 12 and through the write-up you supply to me. Please also supply a short group overview (1-2 pages) to the entire audience (approx. 50 people) on the day of your presentation.

In developing your case study think about the following:
- What are the dynamics of change?
- Who is affected?
- What are the injustices that are evident? For whom?
- What would constitute justice in this case?
- How are injustices being addressed? By whom?
- What other ways might they be addressed?
- What are the constraints on addressing injustice in this case?

Remember the key challenge is developing a case study that is not simply a re-telling of a case already well documented in reports or journal articles. Rather the aim is for you to draw together material from all manner of sources to present a sophisticated and detailed understanding and analysis of a case of environmental injustice and think through the ways in which it might be challenged. We will spend a great deal of time on this during the semester, so do not worry too much about how to go about it until we have had a chance to discuss it in class and in groups.

As a starting point consider:
- The space/place you are interested in (Baltimore? Baluchistan? Bangkok? Bhutan? Broome?)
- The issue you are interested in (Logging? Fishing rights? Urban enclosure? Factory emissions?)
- The different groups affected- both positively and negatively (Street dwellers? Foragers? Workers?)
- The fissures that define these different groups (Race? Class? Ethnicity? Gender? Nationality?)
- What is being done?

Some guidelines for the Group Case Study:
The Group Case Study gets submitted as a 12-page written version of your case study and through a 20-25 minute presentation to the class. You need to cover the following in your case study:

- **Summary -** What does your case study tell us? Be clear. Be succinct. Be specific. Be realistic.
- **Background -** You need to discuss the location, its characteristics, local population, recent events, etc. Be succinct, but make sure you have all the important information you need. Have a look at how other agencies or journal articles introduce the locations where the studies are based to get an idea of ways this can be done.
- **Issue -** What is the issue you are going to be looking at and why does it matter? Who does it affect? How much is known about it? What have others said about it?
- **How is it being addressed? -** What is already being done to address the issue? There may be no action on the issue whatsoever, but if there isn't there is usually a reason why and you need to consider this. On the other hand, it is rare that there is no awareness of the issue by another agency, the local government, or grassroots actors. What are they doing about it? What have they ignored or overlooked? What might they need support for? If there is nothing being done about the issue is there action on related issues? How have such projects gone? How have they been received? Importantly, how might you address it differently? Which factors within the local context might constrain what you want to do? You need to be upfront and honest about these and be specific.
- **Analysis -** What does this case tell us? What are different ways of 'reading' it? What does it tell us about the environment? About injustice? To what extent is the analysis transferable? To what extent is it specific? What do you think will happen? Why? It is here that your position/ views as a group become central.
- **Conclusion**
- **Bibliography**

ASSESSMENT TASK 1: ORAL CASE STUDY GROUP PRESENTATION

The oral presentation itself has an absolute time limit of 25 minutes. I will facilitate the session and keep time. I will not allow your group to speak beyond 25 minutes. Trust me. The presentation is designed to engage your audience. So please do not feel that you have to include the entire case study description or the detail of all the research that you completed during the semester into the presentation (your case study write-up can be used to flag this). Focus on particular aspects that you think we will find interesting. Remember, you will be asked a lot of questions by the audience and by me, so you will have plenty of chances to go into more detail when you address the questions. All members of your group need to be in front of the class for the presentation, but you do not necessarily need to divide the time so that each person speaks for the same number of minutes each. You need to work out a division of who will speak about which aspects on your own. You may designate one or two members to handle the questions while the others handle the presentation between them. Or you may have all of your group interacting at once. This is up to you. We will talk about this during the workshop.

Synopsis: Your group must give copies of the 1-2 page synopsis to the audience, that way you can refer to parts of the project that you won't explain in detail and we can come back to them in the discussion time (approx. 15-20 minutes after each presentation). This task is designed to be constructive and enjoyable and based on stimulating discussion over what your case study is about, not a highly formalised lecture on the case study.

Group Peer Review: Following each student group presentation, all students will engage in a group-led peer-review process to provide written feedback to the presenting group. This in-class peer review will take approximately 10 minutes and will constitute the concluding part of each student group case study presentation. It is essential that all students are present **from the start through to the very end of each and every student group presentation.** The student group case study presentations will be reviewed and marked by the lecturer and other students in the class. The lecturer will provide a mark for 20% of the assessment. Students will conduct a peer review and provide a mark for 10% of the assessment. The marks will be a group mark, with all members of the group in question receiving the same allocated mark for their oral case study presentation.

Marking criteria for the oral student group case study presentation include:
- Good understanding of the issues, based on sound research
- Good communication skills
- Appropriate use of visuals and other aids
- Coherent presentation and good collaboration between all members of group, with all necessary aspects of the issue covered

Please adhere to the following rules:
- Your presentation must be accompanied by the 1-2 page version of the case study. I can print or photocopy enough for the class but you must have it to me at least 24 hours before the presentation.
- **Be on time; both presenters and audience.** We will run 3 shifts during the presentation weeks and you need to make sure you are present for all three presentations each week unless you advise me beforehand.
- Participation in this part of the course from the audience will be taken very seriously - so please show respect for your peers and attend, engage, and ask questions/ make comments.
- Presenters must use PowerPoint or Prezzie and use a single presentation file for their group.
- I strongly advise you to use a small amount of text on each slide
- Please use no more than 8 slides for your presentation; 6 is the recommended limit (as a guideline I use around 20 slides in a 2 hour lecture).
- Please do not show films.
- You are welcome to use pictures in the presentation if you wish - but don't go overboard.

- Try to engage and involve the class - remember you don't have to say everything! Ask questions or plant ideas to revisit during the discussion time.
- Don't read your presentation. This is difficult for many of us, so the best way is to not try to say too much so you don't feel you need to rush or refer back to specifics constantly. You are giving us an overview- specifics can come in the discussion and we all have the 1-2 page synopsis.
- Please use clear backgrounds and fonts - the presentation is assessed on content, delivery and engagement - not the number of obscure slide layouts you can use in 25 minutes.
- Please, please, please: ensure your group has backups of your presentation on 'usb' drives in different formats so that we do not have avoidable technical problems on the day of the presentations.
- Please email me your presentation 24 hours beforehand so that I can ensure that it works on the university computers.
- The university computers and projectors typically use PCs, so please test your presentation on a PC before you send it to me and come to present in class. Presentations prepared on Mac software usually encounter problems when they are shown at uni.
- We will not have the situation that happens in some courses where presentations are delayed and backed-up because presentations have not been prepared in advance or tested beforehand- so please be prepared and don't leave it till the last minute.
- ENJOY THIS! It is not intended nor assessed in a way that should create a horrific and stressful experience. Your group will have been working together all semester, so by the time the presentations come around you should be comfortable and ready to enjoy presenting and listening to other groups.

Guidelines for working in your group:

Students sometimes dislike group work, but usually this is really a fear of being assessed as part of a group, not the group work itself. While we will be working in groups throughout the semester, the assessable group component is 60% of the whole course. After many years of running courses with a similar group work component I have not encountered any major problems within groups and most of the feedback is overwhelmingly positive and people often regard it as one of the best learning experiences they have had at university. Where there have been troubles they have been solved swiftly when students come to me early enough. Mostly the problems centre on communication issues and differences in expectations within the group.

ASSESSMENT TASK 2: CASE STUDY WRITE-UP

The limit for the written version of the case study is 12 pages (+bibliography and appendix can be separate). The type must be in 12 point Times New Roman with 1.5 spacing. Please set out the sections clearly with relevant headings. You may use bullet points but do not depend

heavily on them. Ensure that you leave margins on both sides of the text and a decent header and footer. Please take this in good faith and don't squash half a page of extra text into tiny margins or by using a different font. The aim is for all groups to have a level playing field. The section below **Submission and collection of written assignments** outlines important details on the process of submitting your written work and collecting feedback, please make sure you read this section carefully and know what is expected.

GROUP WORK

A. The rationale for group work in the subject: good "real-world" preparation
Working in groups week to week is explained above in the 'Teaching and Learning Strategies' section. Basically the Group Case study is designed to provide you with an opportunity to conduct in-depth research on a specific case study - something that has been a major part of student feedback; students want to apply their knowledge to the 'real world', so this is your chance. An assessment exercise that emphasises cooperation is a valuable tool and gets you prepared for the kind of working environment you will be in outside university.

B. Overcoming common challenges associated with group work:
Group work may produce a series of problems that can potentially derail effective group research results. The most common project management challenges are:

- Lack of effective coordination: group members assume other group members are responsible for certain management issues when, in fact, they are not. Or sometimes no single person takes ownership of certain tasks and responsibilities;
- No attention is given to project management issues. For example, the group does not take seriously the issues of effective coordination and orchestration of tasks. In other words, the group has not discussed and designed a project management strategy (see below) to overview and complete the task;
- Autarky: the group cuts up the research tasks in a way that maximises the autarky of each group member, creating an island mentality that each person is responsible only for a discreet segment, rather than as part of the whole project. This tends to create the following unfortunate outcomes:

    1. Separately researched areas of the Case Study that have not been approached from a common position with an eye to a common theoretical analysis, central thesis, set of questions, and concluding arguments that need to be addressed.
    2. Separately written sections which differ in style, approach, emphasis, and are often focussed upon unrelated subject matters, issues, or themes.
    3. Uncoordinated and incoherent Case Studies that are thematically un-orchestrated and are thus unable to provide an analytical framework to construct conclusions and solutions.

C. Implementing solutions to common group work problems:

Project Management Design: The group needs to design the case study in its entirety, outlining the following:

1. Consideration and discussion of the task required
2. Resources to be used
3. Conceptual issues
4. Section by section division of the paper – what is each section intended to address?

This will be written up in your Case Study Outline due in Week 5. This allows you and me to see where it is going, how it is going, and deal with any problems.

Project Management Work Division: On the basis of the above, the division of labour/responsibilities should be conducted along lines which support the thematic concerns of the paper. DON'T just divide up, go away and conduct independent research. You will be working together on the readings and in seminars each week that makes the 'divided' approach far less likely in this course than in others.

Task Management: Regular meetings should be conducted to discuss research to date. As the research progresses, drafts written by one group member should be read, proofed and modified by other group members. This process should begin early in the project – as the saying goes "write early, write often". You will be in the same groups in class each week, so you will get many, many opportunities to keep talking about it.

Group Checklist (make sure all completed by the end of week 1)
- Has your group exchanged phone numbers, email addresses, and relevant contact details?
- Has your group organised a regular (minimum two-weekly) and viable out-of-class meeting time and venue to work on your Case Study?
- Has your group devised a way to include all group members and their opinions in the management process?
- Has the group devised protocols for managing conflicts, problems, or inequities?
- Has the group divided up the research tasks and discussed the overall structure of the research?
- Has the group started to gather research materials and maintained a common resource list?
- Has the group established a timetable of tasks to be completed, and is the group meeting those deadlines it has established?

D. Organising timely and effective meetings!
Regular group meetings are the best way to manage accountability for completion of group tasks. It is essential to establish a regular time to meet. I suggest either the hour directly after or directly before our seminar. I will give you some class time, but some weeks this will be less

than others. If a team member cannot make a scheduled meeting, the meeting as a whole should be rescheduled. All team members must meet all the time.

At the completion of the semester, participants will be asked to write an assessment of their own contribution to the task, and also a brief assessment of the contribution of other team members. These assessments are given directly to me and will be used in the assessment process- they will not determine marks!

This task is designed to enhance vocational skilling. Please try and resolve project management challenges within the group. Appeal to me should be a last resort. Lecturers will make regular inquiries about the progress of each Group Case Study, and from experience it is very unlikely that problems will arise.

ASSESSMENT TASK 3: Preparation and Participation.

Preparation in the course is assessed through a weekly online quiz. The quiz has 8 rounds and runs from Week 2 to just prior to class in Week 10. The full details of which material is assessed during which particular round appears on the course's Moodle page. **Each week's round of the quiz is opened on Monday at 12pm and closes the following Friday at 9am.** Thus you will read the readings and answer questions *before* the next Seminar. So in effect you answer questions on the readings *before* we have class on that topic. That way you arrive for class having read the compulsory readings and you are ready to contribute. You get rewarded for preparing for class and you come to class knowing that most of your classmates have done the preparation too. This makes the seminars themselves far more engaging and interesting. There will be between two to four multiple-choice questions per round.

It also means that you get constant feedback each week of the course. The quiz gives you a good indication of your understanding of course content and/or the amount of effort you are putting into the course. Student feedback has shown such quizzes to be immensely popular: students feel they are rewarded for the work they put in; they have an incentive to prepare for class; and there is less likelihood of classmates who have not done the preparation steering class discussions off course. Students also typically found it a much fairer and more transparent way to assess their participation in the course rather than trying to gauge how much preparation they had done from class discussions. This was especially noted by students who were less confident talking in class and had few opportunities to prove the amount of preparation they had done for class. I will discuss how the quiz works in detail in Week 1.

Participation will also be crucial to performing well in the Group Case Study assessment task. Thus participation will be assessed based on your involvement in both the seminar as a whole and in your own group. Rather than simply having your participation assessed by me, you will be asked to provide a peer-assessment for the members of your group and a self-assessment. Peer assessment is confidential and will be submitted directly to me through Moodle or by

email at the end of the course. Be honest in your appraisals. Whilst your views will be included in assessing participation they do *not* control the assessment process. Rather they help to instruct me on what takes place in groups. Many students find this helpful as they feel more comfortable in their small group setting than the entire seminar group. Clear criteria are distributed to each student through Moodle and/or by email during the semester along with Instructions for peer-assessment and criteria for assessment. This process will also be discussed in Week 1.

SUBMISSION AND COLLECTION OF WRITTEN ASSIGNMENTS

Each student group is required to submit its case study write-up as a SOFTCOPY ONLY. It is incumbent on each student group to designate one group member who will submit the assignment on the group's behalf both by e-mail to j.luetz@unsw.edu.au AND through TurnItIn on Moodle. The group member should ensure that all other group members' e-mail addresses are cc'd as I will provide feedback to each student group by "reply-all" e-mail.

THE ELECTRONIC COPY OF YOUR ASSIGNMENT MUST BE SUBMITTED BY 4PM ON THE DUE DATE TO AVOID A LATE PENALTY.

For student groups presenting their case study in week 11, the due date for submission of the case study write-up is **FRIDAY, 30 MAY 4PM OF WEEK 12.**

For student groups presenting their case study in week 12, the due date for submission of the case study write-up is **FRIDAY, 6 JUNE 4PM OF WEEK 13.**

The Faculty late penalty is 3% of the total possible marks for the task for each day or part day that the work is late. Lateness includes weekends and public holidays. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%.

It is each group's responsibility to keep a copy of their work in case of loss of an assignment. Each group is also responsible for checking that the group's submission is complete and accurate.

Assignments must be submitted with a signed Assessment Cover Sheet (required for all assignments). Please ensure that you read the Assessment Cover Sheet carefully, particularly the section related to the originality of the submission.

Assessment Cover Sheets are available from outside the School Office, near the assignment submission boxes, and are available to download from the School website: https://socialsciences.arts.unsw.edu.au/students/resources/forms

UNSW POLICIES & PROCEDURES

Student conduct

'It is a condition of enrolment that students inform themselves of the University's rules and policies affecting them, and conduct themselves accordingly' (UNSW *Student Code Policy,* Art. 2.1).

All students must read and adhere to the UNSW *Student Code Policy* (2012): http://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf.

A related document is the UNSW *Student Misconduct Procedure* (2013): http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf.

Communication

As outlined in the UNSW *Student Email Rules*: 'All students are expected to read their official UNSW email. All students have a central email address of the form z1234567 where "1234567" is the student number. **It is a requirement that all students read email that is sent to this address,** as it may contain vital administrative or teaching material not provided any other way. If a student uses an email account other than the centrally provided email account, the student must arrange to forward UNSW email to an account that they do use.'

The full *Student Email Rules* can be found at: https://my.unsw.edu.au/student/resources/StudentEmailRules.html.

Avoiding plagiarism

Plagiarism is a form of cheating which constitutes student academic misconduct. Plagiarism can result in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the *Student Code Policy* and the *Student Misconduct Procedures*.

The Learning Centre provides a central UNSW resource on academic integrity and understanding and avoiding plagiarism: https://student.unsw.edu.au/plagiarism.

The Elise Study Skills tutorial, which familiarizes students with academic writing, research and using information responsibly, including through proper attribution, is mandatory for all commencing undergraduate students and the quiz must be completed by the end of Week 5 of their first semester at UNSW. All postgraduate coursework students are encouraged to take the tutorial: http://subjectguides.library.unsw.edu.au/elise.

Attendance

UNSW policy on *Attendance and Absence* can be found at:
https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html

It states that 'Students are expected to be regular and punctual in attendance at **all** classes in the courses in which they are enrolled.' The School of Social Sciences expects that students will attend and participate actively in 100% of learning and teaching activities (henceforth 'classes', to include lectures, tutorials, seminars, labs, online activities and so on).

If you arrive more than 15 minutes late, you may be recorded as absent. If such a penalty is imposed, you will be informed verbally at the end of class and advised in writing within 24 hours.

If you experience illness, misadventure or other occurrence that makes absence from a class unavoidable, or you expect to be absent from a forthcoming class, you should seek permission from the course convenor, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

If you attend less than 80% of classes or have not submitted appropriate supporting documentation to the course convenor to explain your absence, you may be awarded a final grade of UF (Unsatisfactory Fail).

Upon submission of appropriate evidence, course convenors have discretion and authority to determine whether a student meets the required volume of learning and has completed the necessary assessments for a given course in circumstances where attendance has been less than the normal university requirement of 80% of classes.

A student may be excused from classes for up to one month (66% of learning and teaching activities) in exceptional circumstances and on production of an original or certified copy of a medical certificate or other form of appropriate evidence. In such cases, course convenors may assign additional and/or alternative tasks to ensure that students have met the volume of learning associated with the course.

A student who has submitted the appropriate documentation but attends less than 66% of classes will be asked by the course convenor to apply to discontinue the course without failure rather than be awarded a final grade of UF.

Extensions and late submission of work

A course convenor can only approve an extension up to five days. A student requesting an extension of greater than five days should complete an application for Special Consideration (see below).

Work submitted late (i.e., past the time and date specified in the course outline) will incur late penalties. The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays.

Work submitted fourteen days after the due date may be marked and brief feedback provided but no mark will be recorded or counted towards your overall grade. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, you will be deemed to have met that requirement.

Work submitted twenty-one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course you will automatically fail the course.

Where an extension has been granted, either directly by the course convenor or through the Special Consideration mechanism, the late penalties outlined above will apply from the revised due date.

Special consideration

Sickness, misadventure, or other circumstances beyond your control may prevent you from completing a course requirement or attending or submitting assessable work for a course, or may significantly affect performance in assessable work, e.g. formal end of session examination, class test, laboratory test, or seminar presentation. Students can apply for consideration for the affected assessments.

Except in unusual circumstances a problem involving only three consecutive days or a total of five days within the teaching period of a semester is not considered sufficient grounds for an application. The circumstances have to be unexpected and beyond your control. Students are expected to give priority to their University study commitments and any absence must clearly be for circumstances beyond your control. Work commitments are not normally considered a justification.

Students cannot claim consideration for conditions or circumstances that are the consequences of their actions or inactions.

Details of the university policy and procedures on Special Consideration, and information about how to apply for Special Consideration, can be found at:
https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

You should be aware that in the School of Social Sciences, it is the course convenor that makes a decision on whether or not to grant Special Consideration through the online mechanism. If Special Consideration is granted, this may take the form of a removal of part or all of a late

penalty, or an adjustment to the raw grade, or an alternative form of assessment, at the discretion of the course convenor.

Student Equity and Disabilities Unit (SEADU)

Students with a disability, and those with ongoing physical or mental health conditions, who require consideration of their circumstances and support, are advised to register with the Student Equity and Diversity Unit (SEADU). Registration is advisable but not obligatory. To receive support from SEADU, students must be registered with SEADU. Contact details can be found on their website at http://www.studentequity.unsw.edu.au/.

Upon registration, an Educational Liaison Co-ordinator (ELC) assesses the support services the student requires. If necessary, a Letter of Support from the Educational Liaison Co-ordinator is written to the student's lecturers outlining the services that have been approved.

If you are currently registered with SEADU, Letters of Support are emailed out prior to the beginning of Semester 1. You must then email your Letter of Support to their course convenor from your UNSW email account by the end of Week 1.

The educational adjustments outlined in the letter apply for the whole year, including summer semester. If at any time there are changes to a student's disability during the semester, adjustments may be modified and a new letter will be issued.

If you are registering for the first time, you will be given a letter at your first appointment. If a Letter of Support is written after the commencement of the teaching period, you must forward the Letter to your course convenors from your UNSW email account within one week of the date on the letter.

In the first correspondence with a new course convenor, you should cc SEADU in to the email so SEADU can track the process.

You will also be encouraged to meet with the course convenor in person by the end of Week 2 to discuss their adjustments.

Review of results

If you have concerns about a mark you have achieved, you should raise this with the course convenor in the first instance. This should normally be done within two working days of the return of the assessed work.

If you are not satisfied with the explanation provided, you should complete the UNSW Review of Results (RoR) application form:
https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf.

You must provide a written explanation of why you believe the work requires review. The written explanation must include the stated criteria for the assessment task indicating the exact area(s) where the assessment of your work differs from the mark you have received.

The course convenor has the option to not recommend review if they deem the grounds for review insufficient. The course convenor will make their decision within three working days of receiving the request.

If the course convenor approves the review, you should submit the Review of Results application form to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the course convenor does not recommend the review but you believe that the mark/grade does not reflect your performance, you may forward the RoR application form to the Deputy Head of School (Learning & Teaching), A/Prof. Laura Shepherd (email: lj.shepherd@unsw.edu.au).

The Deputy Head of School (DHoS) will normally make a decision within three working days of receiving the application.

If the DHoS approves the review, you should submit the application to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the DHoS does not approve the review, she will notify the Chair of the Faculty Assessment Review Group (FARG). The FARG can either endorse or overturn the decision of the DHoS.

The FARG will make a decision within one week of receiving advice from the DHoS. If, after the FARG's decision, the student still believes they have a case they should submit their claim through the University grievance procedures.

A RoR application must be lodged within 15 working days of receiving the result of the assessment task.

Student support and grievance procedures

The UNSW Learning Centre provides academic skills support to all students enrolled at UNSW: http://www.lc.unsw.edu.au.

UNSW offers a number of support and development services for students: https://student.unsw.edu.au/additional-support.

There is a range of wellbeing, safety and equity initiatives you can access at UNSW: https://student.unsw.edu.au/wellbeing.

UNSW Counselling and Psychological Services offer individual consultations and can usually accommodate urgent needs: https://student.unsw.edu.au/individual-counselling.

If you have issues related to, or concerns about, academic decisions or any aspect of Learning & Teaching in the School of Social Sciences, you are welcome to contact the Deputy Head of School (Learning & Teaching), A/Prof. Laura Shepherd (email: l.j.shepherd@unsw.edu.au).

If you have a grievance related to a person or administrative process, you should contact the School Grievance Officer, Dr Michael Wearing (email: m.wearing@unsw.edu.au).

You can also contact the Student Conduct and Appeals Office (email: studentcomplaints@unsw.edu.au) or the student association Arc@UNSW (email: advice@arc.unsw.edu.au).

For more information regarding progressing a complaint: https://student.unsw.edu.au/complaints.