



**UNSW**  
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# **ARTS3240**

## Environmental Humanities Capstone

Term Three // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Professor Judy Motion	<a href="mailto:j.motion@unsw.edu.au">j.motion@unsw.edu.au</a>	Thursday 2.00	Room 352, Morven Brown	+61 2 9385 4857

#### Lecturers

Name	Email	Availability	Location	Phone
Dr Paul Munro	<a href="mailto:paul.munro@unsw.edu.au">paul.munro@unsw.edu.au</a>		Room 351, Morven Brown	

### School Contact Information

School of Humanities and Languages

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

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## Course Details

### Credit Points 6

### Summary of the Course

Subject area: *Environmental Humanities*

You will have the opportunity to design your own independent research project that will speak to contemporary debates in the Environmental Humanities. These research projects will use the method of multi-sited ethnography to "follow an organism", or "follow an issue", to several different sites in Sydney. You will situate your subject of study within economic, scientific, and political networks. Field-sites might include public parks and beaches, scientific laboratories, museums, abandoned lots and fragmented wildlands, or office spaces like environmental organizations or city councils. Field trips will introduce you to experts in the field and give you hands-on practice at conducting interviews and taking field notes. Training in the use of the latest digital equipment, software packages, and on-line tools will prepare you for future research. We will also discuss specific career opportunities that will open up to you with a Environmental Humanities major.

### Course Learning Outcomes

1. Practice the "arts of noticing" to identify an understudied environmental phenomena, endangered species, or ecological community.
2. Conduct original ethnographic research.
3. Situate this ethnographic research within political, economic, and scientific networks by conducting original bibliographic research in the primary and secondary literature.
4. Explain research findings with advanced theoretical concepts from the Environmental Humanities—a synthesis of multiple disciplinary approaches.

### Teaching Strategies

The course will be run as a seminar. It will focus on teaching students how to conduct their own independent research projects. The lectures will focus on core concepts and theoretical approaches to the environmental humanities. Regular field excursions will offer the opportunity to develop conceptual ideas and practice methodological techniques with specific case studies. Together, the different parts of the course will provide all of the necessary skills and knowledge for students to develop their own rigorous and imaginative research projects.

# Assessment

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Project Proposal	10%	03/10/2019 04:00 PM	2,3
Fieldnotes and Interview transcript	20%	31/10/2019 04:00 PM	N/A
Course diary	20%	21/11/2019 04:00 PM	3,4
Final Paper	50%	28/11/2019 04:00 PM	1,2,3,4

## Assessment Details

### Assessment 1: Project Proposal

**Start date:** Not Applicable

**Length:** 500 words

**Details:** Students will be required to prepare a project proposal toward their research project and final paper. This will include key concepts and authors the project will build on, the organisms, issues, or technologies that will be the focus of the research and the places that will be visited for your ethnographic study. The proposal will also identify key informants who will be approached for research interviews, during the research project. Limit: 500 words. Written feedback will be provided and verbal feedback will be provided during seminar discussions.

### Assessment 2: Fieldnotes and Interview transcript

**Start date:** Not Applicable

**Length:** 1000 words

**Details:** In their planning and conduct of fieldwork toward the final course assessment students will be required to take and record field notes, including notes based on participant observation and qualitative structured interview methods. Students will also be expected to coordinate a set of research interviews in completing their final assessment and submit write a complete, word-by-word, transcript of the interview. Interviews will be conducted with key informants you identified in the project proposal. This person might be a scientist, a policy maker, or someone else who has an important relationship to the organism, thing, or controversy at the centre of the project. Interviews will last 30-45 minutes, and informants will be provided with appropriate consent forms to enable the interview to be recorded. This assessment will draw on and extend course learning accomplished during the course field trip. The assessment will require students to compile their notes and transcribed interviews into a "thick description" of their sites of field research. Word count: 1000 words of field notes, which will include photocopied field notebooks, transcribed head notes, and transcribed interviews texts. Written feedback will be provided.

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

### **Assessment 3: Course diary**

**Start date:** Weekly

**Length:** 1000 words

**Details:** A course diary will be submitted by each student, comprised of reflections on course readings and seminar content. Informal verbal feedback will be given weekly during seminar discussions and written feedback will be provided. Word limit: 1000 words.

#### **Additional details:**

As your online activity you are required to submit a weekly diary entry via the course moodle forum. You will then revise and collate the entries and submit the final course diary assignment via Turnitin - due date 21 November 2019 at 4.00pm.

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

### **Assessment 4: Final Paper**

**Start date:** Not Applicable

**Details:** Students will be required to write a final paper integrating all their original research (Limit: 3,500 words). Written feedback will be provided. This is the final assessment for attendance purposes.

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

## Attendance Requirements

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

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Seminar	Introduction to course and key concepts  Assignments overview  Research project and proposal writing
	Online Activity	Course diary
	Reading	Plumwood, V. (2002) ' <a href="#">Decolonisation Relationships with Nature</a> ' PAN: Philosophy Activism Nature, 2: 7-30.
Week 2: 23 September - 27 September	Seminar	Methods and tactics in the Environmental Humanities  Proposal progress
	Online Activity	Course diary
	Reading	Sanjek, Roger. " <a href="#">A Vocabulary for Fieldnotes</a> " In <i>Fieldnotes: The Makings of Anthropology</i> . Ithaca: Cornell University Press, 1990  Samuel, Raphael. " <a href="#">Perils of the Transcript.</a> " <i>Oral History</i> 1.2 (1972): 19-22.
Week 3: 30 September - 4 October	Fieldwork	Field Trip - Tracing the tank stream (Dr Paul Munro)
	Online Activity	Course diary
	Reading	Weiner, D. (2005) <a href="#">A Death-Defying Attempt to Articulate a Coherent Definition of Environmental History</a> . <i>Environmental History</i> , 10(3): 404-420  Cathcart, M. (2009) " <a href="#">The Valley of the Tank Stream</a> " <i>the Water Dreamers: The remarkable History of our Dry Continent</i> , Text Publishing: 19-38.
Week 4: 7 October - 11 October	Seminar	Working with concepts and ideas
	Online Activity	Course diary
	Reading	Besky, S. (2017). <a href="#">The Land in Gorkhaland: On the Edges of Belonging in Darjeeling, India</a> . <i>Environmental Humanities</i> (2017) 9(1): 18-39  Plumwood, V. (2008). <a href="#">Shadow Places and the politics of dwelling</a> . <i>Australian Humanities</i>

		Review, 44, 1-9.
Week 5: 14 October - 18 October	Seminar	Narrative and anecdotes
	Online Activity	Course diary
	Reading	van Dooren, T., Rose, D. B. (2016). <a href="#">Lively Ethnography: Storying Animist Worlds</a> . Environmental Humanities. 8(1): 77-94.  Michael, M. (2012). Anecdote. In C. Lury & N. Wakeford (Eds.), Inventive methods: The happening of the social (pp. 25-35). London: Routledge.
Week 6: 21 October - 25 October		MID-TERM BREAK
Week 7: 28 October - 1 November	Seminar	Arts of noticing and attending: Sight and sound
	Online Activity	Course diary
	Reading	van Dooren, T., Kirksey, E., and Münster, U. (2016). <a href="#">Multispecies Studies: Cultivating Arts of Attentiveness</a> . Environmental Humanities (2016) 8(1): 1-23.  Wolfe, C., and Whiteman, M. (2016). <a href="#">Landscape and Inscription</a> Environmental Humanities (2016) 8(1): 143-148.
Week 8: 4 November - 8 November	Seminar	Affect in research practice: Matters of care and matters of concern
	Online Activity	Course diary
	Reading	Puig de la Bellacasa, M. P. (2011). <a href="#">Matters of care in technoscience: Assembling neglected things</a> . Social Studies of Science, 41(1), 85-106.
Week 9: 11 November - 15 November	Seminar	Essay writing masterclass
	Online Activity	Course diary
	Reading	N Verin (2014) <a href="#">Grey-Headed Flying Foxes and Humans in the Anthropocene: Sharing and Loving in an Era of Urban Entanglement</a> , Environmental Humanities Capstone Final Essay; UNSW.  E Olejniczak (2015) <a href="#">Biodiversity conservation, what are we really trying to conserve? Alternative futures for weedy plants in nourishing terrains</a> .

		Environmental Humanities Capstone Final Essay; UNSW.
Week 10: 18 November - 22 November	Presentation	Research project presentations
	Online Activity	Course diary

## Resources

### Prescribed Resources

### Recommended Resources

- Atkins, P. J. *Liquid Materialities: A History of Milk, Science, and the Law*. Farnham, Surrey ; Burlington, VT: Ashgate, 2009.
- Castree, N. and B. Braun (eds) (2001) *Social Nature: Theory, Practice and Politics*, Blackwell Publishing: London.
- Certeau, Michel de, "Reading as Poaching" in. *The Practice of Everyday Life*. Minneapolis: University of Minnesota Press, 1998.
- Clarke, Adele, and Susan Leigh Star. "The Social Worlds/Arenas/Discourse Framework as a Theory-Methods Package." In *The New Handbook of Science and Technology Studies*, edited by Michael Lynch, Olga Amsterdamska and Ed Hackett, 113-37. Cambridge: MIT Press, 2008.
- Cronon, W. (1992) A Place for Stories: Nature, History, and Narrative. *The Journal of American History*, 78(8), 1347-1376.
- Dovers, S. (Ed). 2000. *Environmental History and Policy: Still Settling Australia*. Melbourne: Oxford University Press
- Deleuze, Gilles, and Felix Guattari. *On the Line*. New York: Semiotext(e), 1983.
- Frawley, Jodi (2010) 'Detouring to Grafton: The Sydney Botanic Gardens and the Making of an Australian Urban Aesthetic', *Australian Humanities Review*, 49, November 2010.
- Kearnes, M, Klauser, F & Lane, S, 2012, 'Risk Research after Fukushima', in Lane, Klauser & Kearnes (ed.), *Critical Risk Research: Practices, Politics and Ethics*, Wiley-Blackwell, Oxford, pp. 1 – 20
- Anderson, B, Kearnes, M, McFarlane, C & Swanton, D, 2012, 'On Assemblages and Geography', *Dialogues in Human Geography*, vol. 2, no. 2, pp. 171 - 189
- Kirksey, S. Eben. "Interspecies Love: Being and Becoming with a Common Ant, *Ectatomma Ruidum* (Roger)." In *Humans and Other Animals: Rethinking the Species Interface*, edited by Anette Lanjouw and Raymond Corbey. Cambridge: Cambridge University Press, 2013
- Kirksey, S. Eben, and Stefan Helmreich. "The Emergence of Multispecies Ethnography." *Cultural Anthropology* 25, no. 4 (2010): 545-576.
- McNeill, J. R. and A. Roe eds) (2012) *Global Environmental History: An Introductory Reader*, Routledge: London.
- Pawson, E & Dovers, S 2003, 'Environmental history and the challenges of interdisciplinarity: an Antipodean perspective', *Environment and History*, vol. 9, pp. 53-75.
- Peet, R., P. Robbins, and M. J. Watts (eds) (2012) *Global Political Ecology*, Routledge: London

Plumwood, Val 2009 Nature in the Active Voice. Australian Humanities Review (46):113-129.

Robbins. P. (2012) Political Ecology, 2<sup>nd</sup> Edition, Wiley-Blackwell: London

Rose, Deborah Bird. Wild Dog Dreaming: Love and Extinction. Charlottesville: University of Virginia Press, 2011.

Rose, Deborah Bird (2012) 'Cosmopolitics: The Kiss of Life', New Formations, (76) 101-113.

Rose, Deborah Bird, and Thom van Dooren. "Unloved Others: Death of the Disregarded in the Time of Extinctions." Australian Humanities Review Special Issue 50 (2011).

Stengers, Isabelle. "The Cosmopolitical Proposal." In Making Things Public: Atmospheres of Democracy, edited by Bruno Latour and Peter Weibel, MIT Press. Cambridge, Mass: 994-1003.

Thomson, James D., E. Allan Herre, J. L. Hamrick, and J. L. Stone. "Genetic Mosaics in Strangler Fig Trees: Implications for Tropical Conservation." Science 254 (1991): 1214-16.

Van Dooren, Thom. 2011. Vulture. London. Reakon Books

van Dooren, T, 2012, 'Wild Seed, Domesticated Seed: Companion species and the emergence of agriculture', PAN: Philosophy Activism Nature, vol. 9, pp. 22 - 28

Yusoff, K. 2009: Excess, Catastrophe and Climate Change. Environment and Planning D: Society and Space 27: 1010-29.

Yusoff, K. 2010: Biopolitical Economies and the Political Aesthetics of Climate Change. Theory, Culture & Society 27(2-3): 73-99

## **Course Evaluation and Development**

Formally, courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. Students are encouraged to complete their surveys by accessing the personalised web link via the Moodle course site.

Informally, your constructive feedback is regularly sought and you are very welcome to offer suggestions for how to improve your learning opportunities at any stage during the course.

## **Submission of Assessment Tasks**

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### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## 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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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