Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

**NB:** Not all of these services may apply to the Port Macquarie Campus.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Word Limit</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor essay</td>
<td>2,000 – 2,500 words</td>
<td>40%</td>
<td>Friday Week 7</td>
</tr>
<tr>
<td>Major Essay</td>
<td>2,500 – 3,000 words</td>
<td>50%</td>
<td>Friday Week 13</td>
</tr>
</tbody>
</table>

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
Academic Integrity

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html

Penalties for Late Assignments

Students are required to submit assessment items by the due date. Assignments submitted after the due date might not be included for assessment. No penalty will apply if the student has submitted an Application for an Extension of Time by the due date and the application is approved by the Course Coordinator.

Special Circumstances and Extension Applications

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

Assignment Re-submission

Students who have failed an assignment are permitted to revise and resubmit it in this course. Only a pass grade can be given for a resubmitted assignment. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks

Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course.
For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>
## Week by Week Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 27</td>
<td>Introduction – Dealing with Environmental Despair!</td>
</tr>
<tr>
<td>2</td>
<td>August 3</td>
<td>Global Warming</td>
</tr>
<tr>
<td>3</td>
<td>August 10</td>
<td>Peak Oil</td>
</tr>
<tr>
<td>4</td>
<td>August 17</td>
<td>Alternative Energies and Alternative Paths to Sustainability</td>
</tr>
<tr>
<td>5</td>
<td>August 24</td>
<td>Sustainable House Design</td>
</tr>
<tr>
<td>6</td>
<td>August 31</td>
<td>Food and the Environment</td>
</tr>
<tr>
<td>7</td>
<td>September 7</td>
<td>Lifestyle change as an environmental strategy</td>
</tr>
<tr>
<td>8</td>
<td>September 14</td>
<td>Collapsing empires and sustainable indigenous cultures</td>
</tr>
<tr>
<td>9</td>
<td>September 21</td>
<td>Alternatives to Capitalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid semester break 28th September to 9th October</strong></td>
</tr>
<tr>
<td>10</td>
<td>October 12</td>
<td>Developing Countries</td>
</tr>
<tr>
<td>11</td>
<td>October 19</td>
<td>Women and the Environment</td>
</tr>
<tr>
<td>12</td>
<td>October 26</td>
<td>Deep Ecology and Environmental Ethics</td>
</tr>
<tr>
<td>13</td>
<td>November 2</td>
<td><strong>Field Trip</strong></td>
</tr>
</tbody>
</table>
Topics for the First Essay:
Choose any one of the following topics.

1. The first part of your essay is to prepare primary level classroom resources for one of the following environmental issues. Present the issue in a way that would be accessible for primary students (include at least one poster). It is permissible to narrow down the problem to a manageable classroom presentation - for example composting and sewerage in the context of sustainable house design.

   In the second part of your essay, explain why it will be difficult for society to deal with this issue or implement an environmentally friendly solution – for example the economic or cultural difficulties of dealing with the environmental problem or moving to a sustainable outcome. Also, consider how the lives of a primary school student today might be affected by this issue - for example parents employed in a relevant industry, health effects of the problem, inconvenience or cost of the environmental solutions etc.

   - global warming
   - the oil crunch
   - sustainable house design

On Education and Environment


Nuttall, Carolyn & Janet Millington 2009, Outdoor Classrooms: a handbook for school gardens, PI Productions, Eumundi, QLD 9780975217733
Email: info@outdoorclassrooms.com.au

Public attitudes to Environmental Problems


Global Warming

DVD - Global Environmental Issues, USA 2004

Dyer, Gwynne 2008, Climate Wars, Scribe, Melbourne


Spratt, David & Sutton, Philip 2008, Climate Code Red: The case for emergency action, Scribe, Melbourne


Oil Crunch


Campbell, J. 1997, The Coming Oil Crisis, Multiscience and Petroconsultants, Brentwood, UK.

DVD – Crude: The Incredible Journey of Oil, ABC TV Science Unit, 9 – 398710-746891
2. Explain the two points of view commonly associated with environmentalist approaches to energy. In one perspective, what we need to do is to move to sustainable energy sources and more efficient use of energy while still maintaining an economy of growth and affluence. In the other perspective what we need is a radical reshaping of society and a drastic reduction of energy use; an environmentalist economy with lower rates of production and fewer consumer goods. Consider this debate.

Reforming capitalism


**Radical restructuring**


Leahy, Terry ‘Sociology and the Environment’ in J. Germov & M. Poole (eds) *Public Sociology*. pp. 432 - 440


**DVDs on energy alternatives**


3. Many environmentalists think that a good strategy to bring about a sustainable society is for people to start now to live more simple lives. Explain this perspective. On the other hand, other writers think this choice will be unlikely to become popular. They argue that powerful cultural values and deep economic structures make it difficult for people to make this choice today.


Singer, Peter & Mason, Jim 2006, The Ethics of What We Eat, Text Publishing Company, Melbourne, 1-921145-37-4


Trainer, F.E. 1985, Abandon Affluence, Zed, London. (relevant for both sides of this debate)

Hamilton, Clive 2003, Growth Fetish, Allen & Unwin, NSW.


Topics for the Second Essay:
Choose any one of the following topics.

1. The first part of your essay is to prepare primary level classroom resources for one of the following environmental problems. Present the problem and environmentally friendly solutions in a way that would be accessible for primary students (include at least one poster). It is permissible to narrow down the problem to a manageable classroom presentation - for example salinity in Australian agriculture.

In the second part of your essay, explain the way this problem comes about as a result of key features of this society either in terms of economic structures or cultural values (e.g. consumerism). Explain why environmentally friendly solutions to this problem may be difficult politically or hard to implement in terms of current cultural values. Consider how your students’ lives might be affected by this problem or by the suggested environmental solutions - for example parents employed in a relevant industry, health effects of the problem, inconvenience or cost of the environmental solutions etc.

environmental problems in agriculture
deforestation in developing countries

See question one for references on primary school teaching of environmental issues and on public attitudes to environmental topics.

Agriculture


Walker, Glen, Gilfedder, Mat and Williams, John 1999, Effectiveness of Current Farming Systems in the Control of Dryland Salinity, CSIRO Land and Water - www.clw.csiro.au -


deforestation in developing countries


2. Environmentalists argue that high input agriculture destroys soils and reduces biodiversity as well as depending on cheap and plentiful oil supplies. They also claim that more sustainable alternatives can also be productive - producing good yields of food. Yet it seems likely that current strategies for commercial agriculture are driven by the profit motive – and may well continue unless there is effective political action to the contrary. Consider these issues.


Leahy, Terry 2009, Permaculture for the South African Villages: Towards MDG7 – Environmental Sustainability, PI Productions, University of Newcastle

Mannion, A.M. 1995, Agriculture and Environmental Change: Temporal and Spatial Dimensions, John Wiley & Sons, Chichester, UK


Walker, Glen, Gilfedder, Mat and Williams, John 1999, Effectiveness of Current Farming Systems in the Control of Dryland Salinity, CSIRO Land and Water - www.lw.csiro.au


3. Environmentalists sometimes look to indigenous societies as a model for sustainable use of nature. Is this an accurate picture of how these societies operated in earlier times? Can any aspects of these societies be adopted to help us to develop a sustainable society today?


Callicott, J. B. 1983, “Traditional American Indian and Traditional Western European Attitudes to Nature: An Overview”, in Elliott & Gare (eds), Environmental Philosophy, University of Queensland Press, St Lucia.

Diamond, Jared 2005, Collapse: How Societies Choose to Fail or Survive, Allen Lane, London,

Edwards, W.H. (ed) 1998, Traditional Aboriginal Society, (second edition) Macmillan, South Yarra, esp. 30-89; 239-251; 288-296. (n.b. Most of these articles are also in the 1987 edition but the page numbers are different).


Laudine, Catherine 2009, Aboriginal Environmental Knowledge, Ashgate, Oxford


Sceptics


4. Is “civilization” a big mistake that humanity may well regret – creating environmental destruction, alienated work and poverty?

Williams, Michael 2006, Deforesting the Earth: From Prehistory to Global Crisis, University of Chicago Press, 0-226-89947-0


Zerzan, John 2002, Running on Emptiness: The Pathology of Civilization, Feral House, Publishers Group West, 0-922915-75-x


5. You cannot understand the environmental problems of developing countries without looking at the way these countries are tied into the global economy. Discuss these issues and give examples.


Leahy, Terry – website www.gifteconomy.org.au

- Market Forces, Globalisation and Agriculture: The Example of Sulawesi
- Sustainable Agriculture: A Marketing Opportunity or Impossible in the Global Capitalist Economy


Leahy, Terry 2000, Lecture: How Environmental Problems in Developing Countries are caused by the Economic Structures of the Market Economy, www.gifteconomy.org.au


6. Deep ecologists argue that what we need is a change in our system of values; a system of values based entirely on the needs of humans is deeply flawed. Instead, they believe that plants and animals should be valued for their own sake. This view seems to imply that attacks on people’s property, livelihoods or lives could be justified if nature is in danger. Discuss the deep ecology position.

Deep ecology statements


Seed, John, Macy, Joanne et al 1988, Thinking Like a Mountain: Toward a Council of All Beings, New Society, Philadelphia, PA.

Critiques and discussion

Dobson, Andrew 1990, Green Political Thought, Unwin Hyman, London.


Leahy, Terry 2008, Philosophy of the Social Sciences: Chapter 6 – see later section of the chapter on plants and animals, www.gifteconomy.org.au


Actions


Watson, Captain Paul 1994, Ocean Warrior, My battle to end the illegal slaughter on the high seas, Allen & Unwin, St Leonards.

7. Eco-feminists are often divided into two groups – essentialists and constructionists. Examine the debate between these perspectives and consider whether either perspective makes sense.

Biehl, Janet 1987, Rethinking Eco-Feminist Politics, South End Pres, Boston.


8. While many women are more or less hostile to environmental politics, others have been deeply involved in environmental struggles. Can these diverse attitudes be explained in terms of women’s gender identity? How can class and ethnic issues explain some of this variety?


9. Anarchists and socialists are convinced that the problem with the environment is capitalism. Is this a good analysis? What kinds of utopias do they propose as alternatives? Could they work?

more anarchist


Leahy, Terry ‘Sociology and the Environment’ in J. Germov & M. Poole (eds) *Public Sociology*, pp. 432 - 440

Leahy, Terry 2005, Options for a Sustainable Future www.gifteconomy.org.au

Leahy, Terry 2004 *Anarchist and Hybrid Strategies* www.gifteconomy.org.au


**more socialist**


**more neutral left wing positions - marxist explanations of environmental problems**


