Environmental Policy & Socio-Economic Values
SFS 3020

Syllabus

The School for Field Studies (SFS)
Center for Rainforest Studies (CRS)
Queensland, Australia

This syllabus may develop or change over time based on local conditions, learning opportunities, and faculty expertise. Course content may vary from semester to semester.
COURSE CONTENT SUBJECT TO CHANGE

Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that they may present. In other words, the elephants are not always where we want them to be, so be flexible!
Course Overview

The Environmental Policy and Socio-economic Values (SFS 3020) course explores the historical, social-cultural, economic and political factors that determine the use of natural resources and shape their conditions, with particular emphasis on the Wet Tropics of Australia. Topics to be covered in this course include; environmental history, the impact of human activities on the Great Barrier Reef, conservation conflicts, resource governance and so on (see page 9 for a complete list of topics). In addition, students will be introduced to social science research methods, and will have opportunities to interact with the local Aboriginal tribes, to gain a better understanding of the first Australian’s envirocultural heritage values.

All lectures and activities in this course are aimed at addressing the following questions:-
   a) What is the impact of human settlement in the Wet Tropics bioregion?
   b) What are the current and emerging threats facing the region, and what is the justification for various interventions?
   c) How can the landscapes be managed for long-term sustainability?

Throughout the course students will be introduced to, and are expected to gain hands-on experience on social research techniques.

Overall, the Environmental Policy and Socio-economic Values course will integrate the other courses (NRM & Ecology), and show how policy questions, which emerge from the integration, can be addressed by the incorporation of economic and social considerations.

Learning Objectives

SFS3020, Environmental policy and socioeconomic values, aims to:
   • provide a broader social context for conservation issues, using specific examples from the Australian Wet Tropics to illustrate more general points;
   • discuss the impacts of various economic activities on the landscape;
   • discuss possible ways of ensuring sustainable futures in the face of global environmental change;
   • explore emerging environmental governance issues and legislative frameworks;
   • introduce concepts and terms used in socio-economic analysis of environmental issues as well as methods of data collection, analysis and use of information;
   • provide a foundation for pursuing more specialised environment-related courses at higher levels of study.

On completion of this course, students should be able to:
   • Explain the array of socio-cultural, economic and political factors that shape resource use;
   • Explain the economic, socio-cultural, and political incentives and impediments to conservation
   • demonstrate an understanding of the interactions between human and ecological systems in the Wet Tropics;
   • discuss the dilemmas in choosing between economic development and the environment;
   • express and discuss factors which influence NRM planning and decision making;
• demonstrate the information literacy skills of collecting, analysing and reporting data;

Teaching Methods

SFS 3020 is interactive in nature and is based on the constructivist model of education. The lecturer facilitates students to acquire more knowledge and develop skills associated with the course content. Classroom lectures include essential background information for field lectures to reinforce key concepts. Lectures and discussions are held both at the Centre and in the field. Assessment tasks are varied to account for various learning styles and abilities. The course makes use of guest lecturers with authority in their fields. However, due to the possibility of other commitments, the content and timing of guest lectures may be subject to change.

Technology use: Access to the internet and the student drive is essential in this course.

Workload expectation: SFS3020 is a 4 credit course. Since we offer a program that is likely more intensive than you might be used to at your home institution, missing even one lecture can have a proportionally greater effect on your final grade simply because there is little room to make up for lost time. Participation in all components of the program is mandatory because your actions can significantly affect the experience you and your classmates have while with SFS and our reputation in the community. Therefore, it is important that you are prompt for all activities, bring the necessary equipment for field exercises, and simply get involved.

Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Value (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective journal &amp; Self evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Field Exercise (FEX) (group/individual)</td>
<td>20</td>
</tr>
<tr>
<td>Class debate (group)</td>
<td>15</td>
</tr>
<tr>
<td>Social science research techniques quiz</td>
<td>15</td>
</tr>
<tr>
<td>Final take home paper</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Reflective Journal: Students will be expected to submit a reflective journal, i.e. a collection of personal reflections developed in the first 9 weeks of the course. The task will require students to produce short reflections notes at different points within the semester, which should document their learning experience in the course. Students should make brief notes on each course related activity (classroom/field lecture, excursions etc.) right from the beginning of the semester. These notes should form or be drawn from to produce a submitted reflective journal. Students will be required to submit 4 journal entries each covering 2 weeks of study, as follows, week 1 & 2; 3 & 4; 5 & 7; 8 & 9- please note the omission of week 6). Each entry should be at least 300 but no more than 350 words. More information on this assessment task can be found under the additional information on assessments section on page 15.

Self-evaluation: In this assessment task, students will complete and submit a self-evaluation form based on their honest judgement of their reflective journal assessment task. It requires students to self-mark their responses to the reflective journal and provide general comments that expound on their judgement. This exercise is meant to help students to develop independent judgements of their own work. Please see page 15-16 for further details.
Field Exercise Report (20%): The field exercise will give students hands-on experience with two basic research techniques: creating and administering survey questionnaires, and the application of qualitative research techniques. Students will be required to collect and analyze survey data, and report findings. Students will collect data in groups, but reports can be written either collaboratively or individually. The Assessment will focus on the ability of students to analyze, clearly present and intelligently interpret data in a report format.

Class debate/negotiations (15%): The class debate and negotiations will be based on the contentious issue of economic development and environmental conservation. The debate is aimed at helping students to improve their advocacy skills, while the negotiation exercise will help students to understand the process of achieving an agreement on a divisive matter. Students will be divided into 4 groups, each representing a particular stakeholder in the matter. Each group will be expected to prepare for and participate in both the debate and the negotiation exercise. This being a group assignment, all students in the group will be awarded the same marks. Therefore, it is the responsibility of each group to ensure equal participation by all group members, and to report any problems with group dynamics to Justus. The actual scenario will be introduced one week prior to the debate/negotiation exercise.

Quiz (15%): Students will be expected to do a quiz based on materials to be covered in the introduction to social science research lecture. The aim of the quiz is to test the students’ understanding and their ability to apply the techniques and protocols used in social science research. This knowledge is crucial in planning, conducting and reporting social science research studies.

Final take home paper (30%): In lieu of an invigilated examination, students will be given a take home paper. The paper will be released on Tuesday 27th March and must be returned within 24 hours (Wednesday 28th March). In the absence of an approved extension, there will be no opportunity to complete this task after this due date, and no late penalty will be applicable. Further details on the take home paper will be provided in a briefing session to be held in week 9.

Grading Scheme

In this course, grading will be done according to aggregate scores. Scores on different assessment tasks will be added together and then projected on to a 100-point scale (percentage grading). Component scores are going to be weighted before being added so as to reflect their relative importance in the assessment scheme. The 100-point scale will be divided into segments with grades as shown in the table below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95.00 - 100.00%</td>
</tr>
<tr>
<td>A-</td>
<td>90.00 - 94.99%</td>
</tr>
<tr>
<td>B+</td>
<td>86.00 - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83.00 - 85.99%</td>
</tr>
<tr>
<td>C+</td>
<td>76.00 - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73.00 - 75.99%</td>
</tr>
<tr>
<td>D</td>
<td>60.00 - 69.99%</td>
</tr>
<tr>
<td>F</td>
<td>0.00 - 59.99%</td>
</tr>
</tbody>
</table>

General Reminders

Faculty availability: I will ordinarily keep regular office hours. Extended meetings with me should be pre-arranged, and any meeting outside office hours must be arranged at least 24 hours in advance.

Academic honesty and plagiarism: Using the work of another person without clearly stating or acknowledging its source is plagiarism. It includes doing any of the following things in an assignment:
• copying out part(s) of any document, including computer- or internet-based material, without acknowledging the source and by not putting quotation marks around the copied extract;
• summarising someone else’s concepts, experimental results or conclusions without acknowledgment, even if you put them in your own words;
• copying out, or taking ideas from another student’s work, even if you put the borrowed material in your own words;
• submitting the same or very similar final version of any assignment as a fellow student.

If you are in any doubt whatsoever, please discuss this with faculty.

Please ensure that you always:
• state clearly in an appropriate form where [you] found the material on which [you] have based your work”, using a consistent referencing system
• acknowledge the people whose concepts, experiments, or research results [you] have extracted, developed, or summarised, even if [you] put these ideas into your own words
• avoid excessive [direct quotation] of passages by another author, even where the source is acknowledged.

Note: Any assignment containing plagiarism will receive a fail grade. Extensive plagiarism will result in a mark of zero.

Using the Internet is one aspect of your preparation for assignments that can result in plagiarism. All material accessed from the Internet and used in your assignments must be referenced in exactly the same way as material from books, journal articles or other print media. Plagiarism from Internet-based sources can be detected easily by your marker using web search engines so it is important to take Internet referencing seriously.

Deadlines: Assessments items are instated to promote equity among students and to allow faculty ample time to review and return assignments before others are due. As such, deadlines are firm and extensions will only be considered under extenuating circumstances. If you believe that you have been prevented from completing your work on time for reasons beyond your control (e.g. illness), make sure that you discuss this with Assoc. Prof. Justus Kithiia as soon as possible, and certainly before the assignments are due. Assignments submitted after the due date and without extension will be penalised at 10% per day late.

Marking Guides and Feedback: To assist students as much as possible with the assignments, marking guides/rubrics have been created. These guides provide information on the criteria I will use in grading each assignment. In addition to these guides, I will provide individual feedback to students on their assignments. This feedback is intended to help students understand the justification for their grade as well as provide instruction for future improvement. For example, if something has been flagged as an issue in the first assignment, one easy way of improving your grade in subsequent assignments is to avoid repeating the problem. If the feedback you have received is unclear in any way you can consult me for further advice.

Referencing: Correct referencing is vital for ensuring academic honesty in all your assessment pieces in SFS 3020. Please note: the Harvard system of referencing is the preferred style in SFS 3020.
## Course Content

**L:** Lecture, **FL:** Field Lecture, **FW:** Field Work, **GL:** Guest Lecture, **D:** Discussion, **GW:** Group Work

<table>
<thead>
<tr>
<th>No.</th>
<th>Titles of Lectures</th>
<th>Type</th>
<th>Time (hrs.)</th>
<th>Readings</th>
</tr>
</thead>
</table>
| EP01/02a | **Course overview /Introduction to Tablelands Discovery Exercise**  
Students will be introduced to the EP & socioeconomic values course. Assessments tasks and due dates will be discussed. Students will also be introduced to the Atherton Tablelands discovery exercise (see EP02b below) | L | 1.5 | |
| EP02b | **The socio-economics of AT: The discovery exercise**  
The aim of the discovery exercise is to provide an opportunity for inquiry based learning, observation & gathering of information in order to determine the socio-economic context of the local area. | FW | 3 | |
| EP02c | **Group activity-work on presentation**  
After the visit to the towns, students will work in groups to prepare a 10 minutes presentation about the towns. Please note that this is not an assessable task | GW | 1.5 | |
| EP02d | **AT discovery exercise group presentations** (see EP02c above) | D | 1 | |
| EP03a | **The doctrine of terra nullius**  
In this lecture, students will be introduced to the doctrine of terra nullius, a European colonial principle which allowed the crown to acquire land that was unoccupied/unsettled. We shall discuss the application of this doctrine in the Australian context, and especially its effect on indigenous people’s dispossession and marginalization. | L | 0.5 | Bradshaw, C.J.A (2011) 109-120  
Hepburn, S (2015)  
Larson, S. (n.d)  
Pitts (2004) |
| EP03b | **Human settlement in Australian Landscapes**  
We will examine the impacts of both the indigenous people and European settlement on natural resources. | L | 1 | Tablelands Futures Corp. (2007) |
| EP04 | **Barriers and opportunities to indigenous participation**  
This discussion topic is aimed enhancing the students’ understanding of the level of involvement of the indigenous people in environmental management and care of ‘country’. The existing barriers and | D | 1 | |
<table>
<thead>
<tr>
<th>No.</th>
<th>Titles of Lectures</th>
<th>Type</th>
<th>Time (hrs.)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP05</td>
<td>opportunities will be identified and discussed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EP06</td>
<td><strong>Visit to the Mandingalbay Yidinji (MY) country: Briefing session</strong>&lt;br&gt;This short session is aimed at providing students with the necessary information prior to their visit to the MY Aboriginal community. The objective and expectations of the visit will be outlined. Students will be afforded an opportunity to ask questions about the visit/MY community.</td>
<td>D</td>
<td>0.5</td>
<td>Toby, K (2002)</td>
</tr>
<tr>
<td>EP07</td>
<td><strong>Exposure visit to the Mandingalbay Yidinji Aboriginal community:</strong> Indigenous management of NR&lt;br&gt;Students will spend a whole day in the MY country. This is a rare but important opportunity to interact with and learn from the First Nations people. Among other things, students will gain a hands-on experience on the local management/conservation of natural resources, as is carried out by the Djunbunji Land and Sea Program indigenous Rangers.</td>
<td>GL/FL/D</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>EP08</td>
<td><strong>The impact of human activities on the GBR</strong>&lt;br&gt;Students will visit Green Island, one of the numerous islands in the Great Barrier reef. In addition to observing the reef and gaining an appreciation of the status of corals and other marine wildlife, there will be a discussion on the</td>
<td>FL</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>EP09</td>
<td><strong>Introduction to social science research</strong>&lt;br&gt;The following series of lectures (EP08-EP14) are aimed at equipping students with basic knowledge and skills to conduct social science research. Furthermore, the materials covered in these lectures could be helpful to those students who choose to undertake an EP &amp; Socio-econ related directed research project.</td>
<td>L</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Titles of Lectures</td>
<td>Type</td>
<td>Time (hrs.)</td>
<td>Readings</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------</td>
<td>------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>EP 10</td>
<td><em>Ethics in human research</em> (see EP08 above)</td>
<td>L</td>
<td>0.5</td>
<td>Trotter II R. T (2012) Refer to additional materials in the students drive</td>
</tr>
<tr>
<td>EP 11</td>
<td><em>Introductions to socio-econ FEX</em> (see EP08 above)</td>
<td>L</td>
<td>0.5</td>
<td>Jharna M., Srinivas A and Subhash P (2011)</td>
</tr>
<tr>
<td>EP 13</td>
<td><em>FEX data collection, analysis and report writing</em> (see EP08 above)</td>
<td>FW</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>EP 14</td>
<td><em>Making sense of the data/workshop</em> (see EP08 above)</td>
<td>GW/L</td>
<td>1.5</td>
<td></td>
</tr>
</tbody>
</table>
| EP 15 | *Techniques in social science research quiz review*  
This quiz will test students’ understanding of the social science research techniques | L | 0.5 | |
This field lecture will involve visiting one of the most successful coffee farms in the Atherton Tablelands. The objective of the visit is to expose students’ to various local initiatives geared towards sustainable agricultural practices/land management. | FL | 5 | |
| EP 17 | *Mining and Grazing on surrounding landscapes-the outback experience*  
Students will tour Chillagoe, not only for an outback experience, but also to gain an understanding of the connectivity between landscapes. Mining and grazing are the main economic activities in and around Chillagoe area. Although these activities are carried out a long distance away from our case study area (Atherton Tablelands), their effect is noticeable right through the Tablelands to the Great Barrier reef. The aim of this tour and the lecture is to ground truth connectivity between landscapes, and to emphasize the need to conserve in a matrix. | D | 1 | |
<p>| EP 18 | <em>Ecologically sustainable development (ESD)</em> | | | 1 |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Titles of Lectures</th>
<th>Type</th>
<th>Time (hrs.)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As a component of sustainable development, ESD aims to provide for the needs of present generations without compromising the ability of future generations to meet their own needs. In this regard, we will explore ways of integrating economic, social, environmental and equity considerations into decision-making processes.</td>
<td>L</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| EP 19/20 | **Governing local resources-legislation/precautionary principle/overcoming private property rights**<br>In this series of lectures and discussions, we will identify the relevant legislation governing natural resource use in Australia and compare these to those of the United States. Students will discuss the precautionary principle and its application in Australia. In addition we shall discuss how both the Australian and USA governments overcome private property rights in order to achieve conservation outcomes. | L/D  | 2.5         | Argent, N (2011)  
Bartel, R., McFarlan, P and Hearfield, C (2014)  
Gerry, B (2016)  
| EP 21 | **Accounting for ecosystems services**<br>The class discussion will explore ways of valuing nature (environmental services). In particular, we will explore ways of internalizing externalities e.g. through triple bottom-line accounting. The aim of this discussion is to help students to understand the importance of including environmental degradation into the measurement of economic performance. | D    | 1           | Boyd, J. and Wainger, L (2003)  
Vadi V (2013). Pp 123-143 |
<p>| EP22 | <strong>Introduction to class debate/Negotiations exercise</strong>&lt;br&gt;This session will introduce students to the class debate and negotiation exercise explained in EP23 below. | L    | 1           |          |
| EP23 | <strong>Class debate and negotiations: Economic development or environmental protection</strong>&lt;br&gt;The class debate is an assessable task. Students will be provided with a real case where there are conflicts between economic development and environmental protection. Students will | GW/D | 3           | Resource materials to be provided prior to the debate |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Titles of Lectures</th>
<th>Type</th>
<th>Time (hrs.)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>be divided into stakeholder groups to debate the matter, followed by a negotiation session aimed at reaching an agreement. This exercise is aimed at enhancing students understanding and appreciation of environmental decision-making processes.</td>
<td></td>
<td></td>
<td>Bottrill et al. (2008) 649-654</td>
</tr>
<tr>
<td>EP24</td>
<td><strong>Triage and prioritization</strong> Students will be introduced to the concept of conservation triage. Traditionally, <em>triage</em> is been used in emergency medicine to sort patients’ medical needs. Arguably emergency medicine and conservation biology face comparable problems, that is, how to use scarce resources wisely to conserve valuable assets. In this session, we will discuss the triage approach to decision-making related to the management of threatened species.</td>
<td>L/D</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EP 23</td>
<td>Take home paper review</td>
<td>L</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Take home paper</strong> The take home paper/final exam will test knowledge of the course materials as well as the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL HOURS</td>
<td></td>
<td>61</td>
<td></td>
</tr>
</tbody>
</table>

**Reading List**


Bartel, R., McFarlan, P and Hearfield, C (2014) Taking a de-binarised envirosocial approach to reconciling the environment vs economy debate: lessons from climate change litigation for planning in NSW, Australia. *TPR*, 85 (1)


Gerry, B (2016) *Environmental Law in Australia* (9th edn), LexisNexis, Butterworths-Australia


Larson, S (book Chapter, nd) The socio-economic features of northern Australia


Toby, K (2002) Rainforests of the Sea: Home to more than 25 percent of the world’s marine life, Coral reefs are among the most fragile and endangered ecosystems on the planet. EBSCO Publishing


Additional Information on Assessments

Reflective journal explanation notes
In this assessment task, you are expected to submit a reflective journal, i.e. a collection of personal reflections developed in the first 9 weeks of the course. The task requires you to produce short reflections notes at different points within the semester, which should document your learning experience in the course. You should make brief notes on each course related activity (Classroom/field lecture, excursions etc.) right from the beginning of the semester. These notes should form or be drawn from to produce a submitted reflective journal. Students will be required to submit 4 journal entries each covering 2 weeks of study, as follows; week 1 & 2; 3 & 4; 5 & 7; 8 & 9- please note the omission of week 6. Each entry should be at least 300, but not more than 350 words.

The journal is not akin to a diary, which is basically just an account of what happened in classroom rather than a reflective journal. A reflective action is guided by an ongoing self-appraisal rather than by habit, tradition, or the demands of institutional authority and expectations. It should help you to be reflective about your learning. This means that your entries should not be a purely descriptive account of what you did. Instead, it is an opportunity to communicate your thinking process: how and why you did what you did, and what you now think about what you did. It should provide a ‘live picture’ of your growing understanding of the subject or experience and help you to identify your strengths, weaknesses and preferences in learning. You should write about both your practical experiences and thoughts about the course materials.

Journal prompts
Week 1 & 2: Getting started
- What do you expect to learn from this course?
- How do you generally learn new things? For example, if you’ve learnt a new skill lately, what steps did you take to learn that skill? How might you transfer that process of learning to your studies?

Week 3 & 4: Experiential learning
- How well do you understand the lectures/materials in this course so far? What can you do to improve your understanding?
- What is your view of the teaching style in this course? How well have you adjusted to the way in which information is delivered.

Week 5 & 7: The beast that is envirosocial studies
- What do you like most about the course so far?
- What has been the most challenging aspect of the course so far? Why?
- In what ways do you feel your learning and understanding of social ecological issues has developed so far?

Week 8 & 9: Putting it all together
- What was the most important thing you learnt in this course
- Which was the hardest part of the course? Why?
- Any flashes of inspiration?

Self-evaluation explanation notes
In this assessment task, you are expected to complete and submit a self-evaluation form based on your honest judgement of your reflective journal assessment task. You should self-mark your response to task 1 (a) and provide general comments that expound on your judgement. For each of the criteria listed on the left side of the form, give yourself a grade (A-D), which best describes your work, by highlighting the relevant fond in bold/any other colour. In no more than 100 words, provide an overall comment explaining your judgement of the work i.e. why you think the work deserves the grade you have given it (no need to comment on each of the listed criteria), just provide and overall assessment of your work.
COURSE CONTENT SUBJECT TO CHANGE

Please note that this is a copy of a recent syllabus. A final syllabus will be provided to students on the first day of academic programming.

SFS programs are different from other travel or study abroad programs. Each iteration of a program is unique and often cannot be implemented exactly as planned for a variety of reasons. There are factors which, although monitored closely, are beyond our control. For example:

- Changes in access to or expiration or change in terms of permits to the highly regulated and sensitive environments in which we work;
- Changes in social/political conditions or tenuous weather situations/natural disasters may require changes to sites or plans, often with little notice;
- Some aspects of programs depend on the current faculty team as well as the goodwill and generosity of individuals, communities, and institutions which lend support.

Please be advised that these or other variables may require changes before or during the program. Part of the SFS experience is adapting to changing conditions and overcoming the obstacles that they may present. In other words, the elephants are not always where we want them to be, so be flexible.