

## EE328 Australian Points of View Towards Global Environmental Challenges

### Syllabus

**Instructor Name:** Dr Bronwen Wade-Leeuwen, Dr Kath McLachlan

**Contact Hours:** 40 contact hours

**Course Time & Location:** This course runs for 40 hours across a 7-week teaching session (intensive delivery) and meets twice per week.

Location: Classrooms, BU Sydney Academic Centre, Sydney, Australia.

**Course Credits:** 4 BU credits and 2 Hub units including:

Capacity: Diversity, Civic Engagement, and Global Citizenship

Area: Ethical Reasoning

Capacity: Scientific and Social Inquiry

Area: Social Inquiry II

#### Contact Information:

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Dr Bronwen Wade-Leeuwen, Lecturer; email: [bronwen@bu.edu](mailto:bronwen@bu.edu);

**Office Hours:** 10 minutes prior to and following class; or via a scheduled appointment

#### Course Objectives

Students will demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Eco-philosophy, ethical reasoning, culture, science and technologies, economics, social and environmental policies.

#### Course Description

Australian Points of View towards Global Environmental Challenges

#### Question-driven Course Description

This course explores the way people form viewpoints toward the environment and how this thinking manifests in practice. The current, urgent challenges that face our socio-ecological systems (economy, society, and biosphere) requires exploration of these attitudes through the lens of individual, community, corporate, non-government organisations and government levels as well as through Indigenous perspectives. To explore these issues further, we examine the role of environmental ethics and how this may influence the individual, as well as environmental policies that are informed by eco-philosophies. The UNESCO Sustainable Development Goals (UNSDG's 2015-2030), provide a framework for discussion of a systems thinking approach to key environmental challenges. At every stage, students are encouraged to consider the nuanced and diverse perspectives of multiple stakeholders involved in the global environmental debate.

Students engage with Arts-based inquiry, creativity and reflective practices to explore and evaluate global environmental challenges. Through questioning, students are exposed to a wide range of views. Primarily students reflect on their personal environmental perspectives/attitudes and how values and beliefs are relevant to daily decision making.

Questions will relate to:

- What are the ethical considerations in addressing environmental challenges from a systems perspective?
- How can we examine nature from both intrinsic value and development perspectives (eco-philosophies)?
- How do life experiences and individual context affect values and beliefs that influence attitudes towards world views?
- How can Indigenous cultures provide models for natural resource management through traditional ecological knowledge?
- How might Indigenous values further environmental justice in this area?
- What are the major environmental impacts and ethical concerns in Australia?
- What government initiatives in Australia at the local, state and federal levels support these concerns?

### **Hub Learning Outcomes**

#### Hub Learning Outcome 1

**Area:** Ethical Reasoning:

Students will be able to:

1. identify the core ethical and philosophical assumptions that underlie dominant and alternative views on nature.
2. reflect on and develop personal environmental attitudes to their individual contexts
3. Articulate potential areas for action in their context on both a personal and professional level.

### **Program Learning Outcomes**

#### **Learning Outcome 1:**

**Area:** Ethical Reasoning

Students will be able to:

1. understand contemporary environmental issues from differing ethical standpoints
2. communicate examples of ethical solutions to contemporary environmental challenges.

#### **Learning Outcome 2:**

Students will:

1. demonstrate the knowledge base, reasoning skills and vocabulary necessary to critically reflect on the ethical problems tied to environmental challenges.
2. reflect on their own ethical attitudes and actions towards the environment

#### **Learning Outcome 3:**

**Area:** Social Inquiry II:

Student will:

1. explain the eco-philosophical approaches to nature and their relevance to environmental challenges.

2. Research scholarly material from the social sciences to advance their understanding of environmental challenges.
3. participate in group discussions to compare and evaluate individual and societal points of view that comprise the debates surrounding multiple environmental and cultural perspectives.

### **Instructional Format, Course Pedagogy, and Approach to Learning**

Our approach to learning engages students through experiential learning processes where active participation occurs regularly through action research. Opportunities scaffold critical thinking, imagination and curiosity in inclusive and diverse environments, using Art-based inquiry methodologies to foster creativity and reflective practices.

Positioned as a systems thinking pedagogical approach, the UNESCO Sustainable Development Goals (UNSDG's 2015-2030), provide a framework to consider global environmental challenges. Dialogical processes encourage students to discuss and work collaboratively to engage with eco-philosophical perspectives in relation to SDG's that both align with and are opposed to their own perspectives. By completing multi-modal processes including a visual and reflective portfolio, research-based assignments and a written examination, students will be able to demonstrate a deeper understanding of environmental challenges. All students are expected to contribute to all practical workshops, seminar discussions and present ideas and perspectives related to the course

### **Books and Other Course Materials**

There is no required textbook for this course however, it is expected that students will read the required online journal articles and other set course materials related to the sessions.

### **Courseware**

[www.bu.edu/learn](http://www.bu.edu/learn)

An active online link will be provided to all materials including the course outline, criteria sheets, due dates of assignments, secondary sources, online links, and announcements. From time to time, there is contemporary material posted on blackboard.

### **Assignments and Grading**

This course is assessed based on five separate examinable sections:

Assignment 1: Critical Reflection – 15%,

Assignment 2: Eco-philosophy Research Essay – 25%,

Assignment 3: Portfolio Presentation (including discussion board participation) – 35%

Final Examination: - 25%.

#### **Assignment 1: Critical Reflection – 15% (due Week 4).**

Write an essay of 1500 words that critically reflects on your own attitudes to nature.

Why do you care about the environment? Discuss the eco-philosophies that most inform your attitudes and pro environmental actions and practices. Draw from the eco philosophical literature to inform your reflections.

#### **Assignment 2: Eco-philosophy Research Essay – 25% (due Week 6)**

Write an essay of 2000-2500 words which answers one of the following essay questions:

- A. Do attitudes to nature matter? Draw on examples to illustrate your argument.
- B. What is meant by the social construction of nature? Discuss the relevance of this concept by drawing from one or more contemporary environmental issues.
- C. Provide an in-depth critical assessment of the arguments of one or two eco philosophical arguments that most interest you.
- D. Are alternative eco-philosophies likely to become influential in mainstream culture? Discuss the possibilities, and the difficulties, of empowering ideas in your answer.

**Assignment 3: Portfolio and Discussion board – 35% (due Week 7)**

Creativity and reflective practice during workshops, field trips and guest lectures. Creation of a multi-modal (visual, text, and screen based) portfolio. To be collated using reflective/journaling notes, including: drawings, models 2D/3D, video, and photos expressing your individual viewpoints in comparison with those covered in class.

**Final Examination – 25% (Week 8)**

“Open book” students are using Journal/Visual Diary and paper notes only.

**Resources/Support/How to Succeed in This Course:**

Sessions will be informative and interactive, giving students the opportunity to share and discuss diverse perspectives and understandings. Outside of class students are expected to complete assigned readings and undertake research on topics to complete the assessment requirements. The sessions require active and informed student input.

There is the opportunity for students to meet professors face-to-face either ahead of or following class times; students can also make contact for longer meeting times via email or submit questions via email.

The way to succeed in this course is to keep reading along the timeline of required readings. Being prepared for each scheduled class will mean students reap more from lectures, modules, and interactive class discussions. Time management is crucial to such success, as is an open and enquiring mind.

There is also ample material on the BU Blackboard Learn site for students to expand their contextual knowledge and the BU Sydney library has books and visual material for research.

When writing or presenting, it is crucial that students are guided by the Grading Criteria Sheets and Guidelines provided as a means to successful navigation of requirements.

Professors are notified of students with documented disabilities or special needs ahead of first classes and offer assistance to these students in line with BU policy.

**Portfolio Resources:** Adobe online products and Art materials.

## Community of Learning: Class and University Policies

### Course Matters

#### **Attendance at all classes is mandatory.**

Any absence for medical reasons or other misadventure must be supported by a medical certificate or a letter offering a satisfactory explanation. Strict penalties apply, on a pro rata basis, for any unapproved absence. Missing one class without reason would attract as much as a 10% penalty.

#### **Statement on Plagiarism**

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be "... expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean".

#### **Late Work**

**In general, there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure together with supporting documentation (e.g. medical certificates) must be provided or a strict penalty of 5% per day will apply.**

### Timetable

Week	Workshop / Date	Topic	Required Readings / Assignments
Dig	<b>Introduction: Global Environmental Challenges</b>	Course structure: <ul style="list-style-type: none"><li>• content, assessments, expectations, etc.</li></ul> Systems Thinking: <ul style="list-style-type: none"><li>• SDG's</li><li>• global challenges</li><li>• social-ecological systems</li><li>• eco-philosophies</li><li>• ethical reasoning</li></ul> Arts-based practice: River Journey Part A	<a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>  Stephens, A., Taket, A., & Gagliano, M. (2019). Ecological Justice for Nature in Critical Systems Thinking. <i>Systems Research and Behavioral Science</i> , 36(1), 3–19. <a href="https://doi.org/10.1002/sres.2532">https://doi.org/10.1002/sres.2532</a>  McEntee, C. (n.d.) Critical thinking, values and beliefs.  Macquarie University (2018) Education for Sustainability <a href="https://www.youtube.com/watch?v=Dm5xZVikQJI&amp;list=PLQ1UNYpc14etpXsHg8A18bXopdalnsgCl">https://www.youtube.com/watch?v=Dm5xZVikQJI&amp;list=PLQ1UNYpc14etpXsHg8A18bXopdalnsgCl</a>

	<p>Reflective practice, Digital portfolio, &amp; Group work</p> <p>(Learning Outcomes 2.1)</p>	<p><b>Reflective Practice:</b></p> <ul style="list-style-type: none"> <li>critical reflection</li> <li>citizen science</li> </ul> <p>Digital Portfolio ((prep for Assignment 3).</p> <ul style="list-style-type: none"> <li>multi-modal processes for digital portfolio</li> <li>BYO device</li> </ul>	<p>Do Actions Reflect Attitudes? Corporate Social Responsibility and Environmental Management Corp. Soc. Responsible. Environ. Mgmt. 18, 186–199. DOI: 10.1002/csr.269</p> <p>What is Citizen Science?  <a href="https://en.wikipedia.org/wiki/Citizen_science">https://en.wikipedia.org/wiki/Citizen_science</a></p>
<b>Week 2</b>	<b>Fieldwork</b> Environmental Science	<p><b>Guest Speaker:</b> Waminda Parker-Environmentalist</p> <ul style="list-style-type: none"> <li>Nature connections</li> <li>Loss of biodiversity</li> <li>Discourses of Environmental Activism</li> </ul> <p>Preparation for Panel discussion questions</p>	<p>Miles Richardson, Holli-Anne Passmore, Lea Barbett, Ryan Lumber, Rory Thomas, Alex Hunt (2020). The green care code: How nature connectedness and simple activities help explain pro-nature conservation behaviours. <i>People and Nature</i>.2(3). <a href="https://doi.org/10.1002/pan3.10117">https://doi.org/10.1002/pan3.10117</a></p> <p>Sheffield, D., Butler, C.W., Richardson, M., 2022. Improving Nature Connectedness in Adults: A Meta-Analysis, Review and Agenda. <i>Sustainability</i> 14, 12494. <a href="https://www.mdpi.com/2071-1050/14/19/12494">https://www.mdpi.com/2071-1050/14/19/12494</a>Marshall, C. A. (2020).</p>
	Soundscape Musical interludes with Sensory Art Activity	<p><b>Indigenous Natures</b></p> <ul style="list-style-type: none"> <li>Indigenous rights and perspectives</li> <li>equity and power challenges</li> <li>policy analysis</li> <li>cultural awareness</li> <li>Follow up Fieldwork tour in Week 5.</li> </ul>	<p>Rose, D. (2005). An indigenous philosophical ecology: situating the human. <i>The Australian Journal of Anthropology</i>, 16(3), 294-305.</p> <p>Marshall, C. A. (2020). The Role of Indigenous Paradigms and Traditional Knowledge Systems in Modern Humanity’s Sustainability Quest–Future Foundations from Past Knowledge’s. <i>Designing Sustainable Cities</i>, 17-28.</p> <p>Rowe, A. C., and Tuck, E. (2017) Settler colonialism and cultural studies: Ongoing settlement, cultural production, and resistance. <i>Cultural Studies ↔ Critical Methodologies</i>, 17(1), 3-13</p>
<b>Week 3</b>	<p>Science &amp; Arts Panel discussion</p> <p>(Learning Outcomes 1.2)</p>	<p><b>Guest Speaker:</b> <b>Tibor G Molnar &amp; Steve Durbach</b> <b>Environmental Scientists-</b> Responding to Challenges.</p> <ul style="list-style-type: none"> <li>Discourses of Environmental</li> </ul>	<p>Huk, K., &amp; Kurowski, M. (2021). The environmental aspect in the concept of corporate social responsibility in the energy industry and sustainable development of the economy. <i>Energies (Basel)</i>, 14(18), 5993-.  <a href="https://doi.org/10.3390/en14185993">https://doi.org/10.3390/en14185993</a></p> <p>Ahteensuu, M. (2012) Assumptions of the deficit model type of thinking: Ignorance, attitudes, and</p>

		<p>Challenges &amp; Activism</p> <ul style="list-style-type: none"> <li>● case studies</li> <li>● Attitudes and agency: Do attitudes matter?</li> </ul>	<p>science communication in the debate on genetic engineering in agriculture. <i>Journal of agricultural and environmental ethics</i>, 25(3), 295-313. [<a href="https://www.naturefix.life/naturefix-resources">https://www.naturefix.life/naturefix-resources</a>]</p>
	<p>Eco-philosophies environmentalism</p> <p>(Learning Outcomes 1.1)</p>	<p><b>Eco-philosophies</b></p> <ul style="list-style-type: none"> <li>● Ethical viewpoints</li> <li>● reflective practices</li> <li>● efficacy and action</li> <li>● Group work - analysis of environmental issues</li> </ul>	<p>Tammilehto, O. (1992). "Three approaches to ecophilosophy". <a href="http://www.tammilehto.info/english/3-appro.php">http://www.tammilehto.info/english/3-appro.php</a></p> <p>Kopina, H., Washington, H., Taylor., &amp; Piccolo, J. J. (2018). Anthropocentrism: More than just a misunderstood problem. <i>Journal of Agric Environmental Ethics</i>. 31. pp 109-127. <a href="https://doi.org/10.1007/s10806-018-9711-1">https://doi.org/10.1007/s10806-018-9711-1</a></p> <p><b>Reminder: Assignment 1 (15%) due next week on Monday, via the library by 8pm</b></p>
<b>Week 4</b>	<p><b>Environmental Education</b></p> <p>Multi-stakeholder perspectives</p>	<p><b>Guest Speaker:</b> <b>Natalie Isaacs</b> <b>1 Million Women</b> <b>Eco-Action Groups</b></p> <ul style="list-style-type: none"> <li>● How Today's Climate Choices will Reshape Australia</li> <li>● group work</li> </ul> <p>River activity group work Part B</p>	<p><b>Assignment 1 Due – Critical Reflection</b></p> <p>Tranter, B. (2011). Political divisions over climate change and environmental issues in Australia. <i>Environmental Politics</i>, 20(1), 78-96.</p> <p>Alexandra, J. "Climate adaptation options for the 2026 Basin Plan: opportunities for managing climate risk." <i>Australasian Journal of Water Resources</i> 27, no. 2 (2023): 257-270.</p> <p>I million women site: <a href="https://www.1millionwomen.com.au/">https://www.1millionwomen.com.au/</a></p>
	<p>Environmental Action Groups</p> <p>Reflective practical activity</p>	<p><b>Multiple stakeholder perspectives</b></p> <ul style="list-style-type: none"> <li>● Feminism</li> <li>● deep ecology</li> <li>● Group work on Assignments</li> </ul>	<p>Zimmerman, M. (1991) Feminism, deep ecology and environmental ethics. <i>Environmental Ethics</i> 9, 21-44.</p> <p>Salleh, A. (1984). Deeper Than Deep Ecology: The Eco-Feminist Connection. <i>Environmental Ethics</i>. 6(4), pp. 339–345.</p>

<b>Week 5</b>	<p>All day</p> <p><b>Environmental challenges and influences</b></p> <p>Travel November 10, return evening of November 11</p> <p>(HUB Learning Outcomes 1.1, 1.2, 1.3)</p>	<p><b>Environmental Education-Challenges &amp; Possibilities</b></p> <p><b>EE328 Out Back Field Trip Schedule</b></p> <p><b>Venues:</b>  Regenerative farming in Blackheath,  Wirimbilli cultural tour at Gangauddy,  Wallerawang Power station, Capertee Vally  Pantoney's Crown, Stone National Park, Glen Davis,  Capertee Valley- endangered bird species watching.</p>	<p>Ward, K. S. (2013). Creative arts-based pedagogies in early childhood education for sustainability (EfS): Challenges and possibilities. <i>Australian Journal of Environmental Education</i>, 29(2), 165-181.</p> <p>David Rousell (2023): Weaving the pluriverse: childhood encounters with the underground worlds of Birrarung Marr, <i>Children's Geographies</i>, DOI: 10.1080/14733285.2023.2181687</p> <p><b>Australian Cinema Collection i.e.</b>  “Beneath Clouds”,  First Australian edited by Rachel Pearson's Jimmie Blacksmith shot in Cudgegong Valley  “The Cars that Ate Paris”- old towns in Australia- Why are they suffering now?  “Chain Reaction” (1980) film locations in Safala - famous artists retreat.  and others.</p> <p><b>Cultural changes in Australian cuisine:</b>  The Globe Hotel- showing regional tastes and cultural influences  Sun Lunch- Home grown produce on the regenerative farm  Cafe No.47- grows own saffron in the Capertee Valley  Chinese cultural experience at Na Lan's Rylstone.</p>
	6.30-8.30pm	Portfolio preparation	<b>Reminder: Assignment 2 due on Monday to the library.</b>
<b>Week 6</b>	<p>Fresco arts based workshop</p> <p>(Learning Outcome 2:2; 3.1)</p>	<p><b>Fresco Workshop</b>  Apply traditional Fresco making techniques to illustrate your own ethical attitudes and reflections towards the environment</p>	<p><b>Assignment 2 Due – Eco-philosophy essay - 25%</b></p> <p>Malone, K., Logan, M., Siegel, L., Regalado, J., &amp; Wade-Leeuwen, B. (2020). Shimmering with Deborah Rose: Posthuman theory-making with feminist ecophilosophers and social ecologists. <i>Australian journal of environmental education</i>, 36(2), 129-145.</p> <p>Wade-Leeuwen, B. (2013). The Bwo-me (Life's Breath) creativity workshop: visual arts and</p>

			<p>education. <i>The International Journal of Arts Education</i>, 7(3), 67-79.  <a href="https://doi.org/10.18848/2326-9944/CGP/v07i03/36145">https://doi.org/10.18848/2326-9944/CGP/v07i03/36145</a></p> <p><b>Reminder: Assignment 3 due on Monday to the library.</b></p>
	(Learning Outcomes 2.1, 2.2)	<p><b>Ethics of Interacting</b></p> <ul style="list-style-type: none"> <li>● ethical attitudes</li> <li>● environmental actions</li> <li>● environmental awareness</li> </ul>	<p>Hourdequin, M. (2024). <i>Environmental ethics: From theory to practice</i>. Bloomsbury Publishing.</p> <p>Xie, J., Abbass, K., &amp; Li, D. (2024). Advancing eco-excellence: Integrating stakeholders' pressures, environmental awareness, and ethics for green innovation and performance. <i>Journal of Environmental Management</i>, 352, 120027.</p>
<b>Week 7</b>	<p>Reflection on practice</p> <p>(Learning Outcomes 1.1, 1.2, 3.3)</p>	<p>Portfolio presentation- Assessment in class.</p> <p><b>Arts based practice</b> working on individual and group artworks with techniques of Batiks and Canvas  River journey (Part C)</p>	<p><b>Assignment 3 Due – Portfolio presentation - 10 min presentations, 5 min feedback. - 35%</b></p> <p><b>Practical session addressing ethical reasoning</b>  Students will be able to:</p> <ul style="list-style-type: none"> <li>● understand contemporary environmental issues from differing ethical standpoints</li> <li>● communicate examples of ethical solutions to contemporary environmental challenges</li> </ul>
	(Learning Outcomes 3.3)	<p><b>Systems Thinking:</b> bringing it all together</p> <p>Students will participate in group discussions to compare and evaluate individual and societal points of view that comprise the debates surrounding multiple environmental and cultural perspectives.</p>	<p>Morgan, M. J., Stratford, E., Harpur, S., &amp; Rowbotham, S. (2024). A systems thinking approach for community health and wellbeing. <i>Systemic Practice and Action Research</i>, 37(2), 161-183.</p> <p>Eggert, A. L., Löwe, R., &amp; Arnbjerg-Nielsen, K. (2024). Feedbacks between city development and coastal adaptation: A systems thinking approach. <i>Ocean &amp; Coastal Management</i>, 249, 107026.</p>

<b>Week 8</b>	Exam preparation (Learning Outcomes 1,2,3)	<b>Final Exam</b>	<p><b>2-hour written exam 25%</b>  <b>Open book (book &amp; papers only, no laptops)</b></p> <p>5 short answer essay prompts will be provided with the choice to answer 2 short answer essay prompts</p> <p>A further 5 long answer essay prompts will be provided with the choice to answer 1 long answer essay prompt</p>
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