



# SOC 254

## Science, Society and Environment

MQC3 Day 2014

*Sociology*

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#### **Disclaimer**

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## General Information

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Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

This unit examines the relationship between science and society through environmental sustainability. We focus on two big questions: how can we understand science and scientific developments as social processes and institutions; and how can we understand the implications of scientific advance and insights on society in light of environmental issues? We examine how science developed through Modernity, how scientific knowledge is formed and how it's used in the policy process. We look at the continuum of values from conventional instrumental to deep ecological values and investigate their uses in environmental policy. The first question is addressed through an analysis of what we mean by scientific knowledge, how this might differ from other knowledge systems and how science is actually practiced and new insights developed. The second question we address through debates on climate change and sustainability. We ask how and why scientists have raised questions about environmental sustainability. What is the basis of these claims and of criticisms of science? How have scientists engaged in broader social and political debates to advance their environmental insights? How have scientists influenced our societies to become more sustainable, and why have they not been more successful?

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Explore and explain the relationship between society, science and environment

Appreciate historically changing conceptions of environmental understandings and sustainability

Understand the place of values in the production of knowledge and the way the environment is conceived

Explore differences between societies in terms of environmental problems and solutions

## General Assessment Information

The research report and book review must be submitted both in hard copy and also through turnitin on iLearn.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Reflection 1</a>	5%	Week 3
<a href="#">Reflection 2</a>	5%	Week 4
<a href="#">Reflection 3</a>	5%	Week 5
<a href="#">Reflection 4</a>	5%	Week 9
<a href="#">Research Presentation</a>	15%	Week 11 or 12
<a href="#">Participation</a>	10%	ongoing
<a href="#">Book Review</a>	30%	Week 6
<a href="#">Research Report</a>	25%	Week 13

### Reflection 1

Due: **Week 3**

Weighting: **5%**

iLearn quiz

On successful completion you will be able to:

- Explore and explain the relationship between society, science and environment
- Appreciate historically changing conceptions of environmental understandings and sustainability

## Reflection 2

Due: **Week 4**

Weighting: **5%**

iLearn Quiz

On successful completion you will be able to:

- Explore and explain the relationship between society, science and environment
- Appreciate historically changing conceptions of environmental understandings and sustainability
- Understand the place of values in the production of knowledge and the way the environment is conceived

## Reflection 3

Due: **Week 5**

Weighting: **5%**

iLearn Quiz

On successful completion you will be able to:

- Explore and explain the relationship between society, science and environment
- Appreciate historically changing conceptions of environmental understandings and sustainability
- Understand the place of values in the production of knowledge and the way the environment is conceived

## Reflection 4

Due: **Week 9**

Weighting: **5%**

iLearn Quiz

On successful completion you will be able to:

- Explore and explain the relationship between society, science and environment
- Appreciate historically changing conceptions of environmental understandings and sustainability
- Understand the place of values in the production of knowledge and the way the environment is conceived

## Research Presentation

Due: **Week 11 or 12**

Weighting: **15%**

Students will give a short presentation of their research project. Students will receive formative peer assessment, as well as summative assessment from the tutor. This feedback will help students to refine their final reports.

On successful completion you will be able to:

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- Appreciate historically changing conceptions of environmental understandings and sustainability
- Understand the place of values in the production of knowledge and the way the environment is conceived
- Explore differences between societies in terms of environmental problems and solutions

## Participation

Due: **ongoing**

Weighting: **10%**

The participation mark is determined by lecture and tutorial attendance, evidence of reading and preparation for class as well as contribution to discussion. Students will also have special responsibility for leading discussion in one tutorial.

On successful completion you will be able to:

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- Understand the place of values in the production of knowledge and the way the environment is conceived

## Book Review

Due: **Week 6**

Weighting: **30%**

A 1000 word review of a book on an environmental issue. Suggestions for books will be provided as well as examples of academic book reviews

On successful completion you will be able to:

- Explore and explain the relationship between society, science and environment

- Appreciate historically changing conceptions of environmental understandings and sustainability
- Understand the place of values in the production of knowledge and the way the environment is conceived

## Research Report

Due: **Week 13**

Weighting: **25%**

A 1500 word report in which students investigate an environmental issue through a comparative study of the issue in Australia and one other countries.

On successful completion you will be able to:

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- Understand the place of values in the production of knowledge and the way the environment is conceived
- Explore differences between societies in terms of environmental problems and solutions

## Delivery and Resources

iLearn is the primary delivery method for all resources. The readings are all delivered through iLearn, as are descriptions of the topics and tutorials, as well as online quizzes.

The research report and book review must be submitted both in hard copy and also through turnitin on iLearn.

## Unit Schedule

For further detail on topics, readings and tutorial topics refer to iLearn.

Week	Date	Lecture Topic
1	14 Nov	Sociology, Modernity and the Environment
2	21 Nov	Scientific Knowledge and the Science of Climate Change
3	28 Nov	Modernity and Biodiversity
4	5 Dec	Population, Migration and Environment
5	12 Dec	Academic Skills for Social Science

6	19 Dec	Politics and Policy
7	2 Jan	Globalization, Inequality, and Sustainability
8	9 Jan	Neoliberalism, Markets and Policy
9	16 Jan	Climate Change, Science and Environmental Risk
10	23 Jan	The Environmental Crisis & the Future
11	30 Jan	Presentations
12	6 Feb	Presentations
13	13 Feb	Conclusions

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Explore and explain the relationship between society, science and environment
- Appreciate historically changing conceptions of environmental understandings and sustainability
- Understand the place of values in the production of knowledge and the way the environment is conceived
- Explore differences between societies in terms of environmental problems and solutions



## **Assessment tasks**

- Research Presentation
- Research Report

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### **Learning outcomes**

- Understand the place of values in the production of knowledge and the way the environment is conceived
- Explore differences between societies in terms of environmental problems and solutions

## **Assessment tasks**

- Book Review
- Research Report

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### **Learning outcomes**

- Explore and explain the relationship between society, science and environment
- Appreciate historically changing conceptions of environmental understandings and sustainability
- Understand the place of values in the production of knowledge and the way the environment is conceived
- Explore differences between societies in terms of environmental problems and solutions

## **Assessment tasks**

- Reflection 1
- Reflection 2
- Reflection 3
- Reflection 4
- Research Presentation
- Participation
- Book Review
- Research Report

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Explore and explain the relationship between society, science and environment
- Appreciate historically changing conceptions of environmental understandings and sustainability
- Understand the place of values in the production of knowledge and the way the environment is conceived
- Explore differences between societies in terms of environmental problems and solutions

## **Assessment tasks**

- Reflection 1
- Reflection 2
- Reflection 3
- Reflection 4
- Research Presentation
- Participation
- Book Review
- Research Report

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Appreciate historically changing conceptions of environmental understandings and sustainability
- Understand the place of values in the production of knowledge and the way the environment is conceived
- Explore differences between societies in terms of environmental problems and solutions

### Assessment tasks

- Research Presentation
- Participation
- Book Review
- Research Report

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Understand the place of values in the production of knowledge and the way the environment is conceived
- Explore differences between societies in terms of environmental problems and solutions

### Assessment task

- Research Presentation

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess,

write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Understand the place of values in the production of knowledge and the way the environment is conceived
- Explore differences between societies in terms of environmental problems and solutions

## **Assessment tasks**

- Reflection 1
- Reflection 2
- Reflection 3
- Research Presentation
- Participation
- Book Review
- Research Report

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Appreciate historically changing conceptions of environmental understandings and sustainability
- Understand the place of values in the production of knowledge and the way the environment is conceived
- Explore differences between societies in terms of environmental problems and solutions

## **Assessment tasks**

- Reflection 1
- Reflection 2
- Reflection 3
- Research Presentation

- Participation
- Book Review
- Research Report

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Explore and explain the relationship between society, science and environment
- Appreciate historically changing conceptions of environmental understandings and sustainability
- Understand the place of values in the production of knowledge and the way the environment is conceived
- Explore differences between societies in terms of environmental problems and solutions

### Assessment tasks

- Reflection 2
- Reflection 3
- Reflection 4
- Research Presentation
- Participation
- Book Review
- Research Report

## Changes from Previous Offering

Please note that the order of class topics and the due dates for assessment are different from previous offerings, and ensure that you have checked the correct instance of the course guide.