



HGEO802

Social Impact Assessment and Cross Cultural Negotiation

S1 External 2015

Department of Geography and Planning

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Fiona Miller

fiona.miller@mq.edu.au

Contact via fiona.miller@mq.edu.au

W3A 426

Wednesdays 2-3pm

Credit points

4

Prerequisites

Admission to PGDipSIA or PGCertSIA or MEnvPlan or MEnvEd or MEnvMgt or MEnvSc or MEnvStud or MDevCult or PGDipDevCult or PGCertDevCult or MEnv or PGDipEnv or PGCertEnv or MPP or PGDipPP or MSc in (Environmental Health or Remote Sensing and GIS) or PGDipSc in (Environmental Health or Remote Sensing and GIS) or PGCertSc in (Environmental Health or Remote Sensing and GIS) or MSusDev or PGDipSusDev or MAppAnth or PGDipAppAnth or MPASR or PGDipPASR or PGCertPASR or GradDipPASR or MWldMgt or PGDipWldMgt or MSocEntre or PGCertSocEntre or GradDipEnv or GradDipSIA or GradCertSIA or GradCertSusDev or GradDipSusDev or GradCertSocEntre or MGlobalHlthDevStud or GradCertGlobalHlthDevStud

Corequisites

Co-badged status

Unit description

Social impact assessment is a key tool in managing development in multicultural environments where stakeholders have different views of the world. Using case studies of resource projects, major infrastructure developments, native title, post-disaster recovery and climate change adaptation this unit develops conceptual, methodological and practical skills relevant to government, community and private sectors. Students will examine several major social impact studies and native title negotiations.

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:

Develop a critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.

An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.

An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.

A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.

A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.

Demonstrated written and oral communication skills and research skills at a high level.

General Assessment Information

Assignment Submission

To successfully complete HGEO802 students must complete **all** assessment tasks. Failure to complete any single assessment task may result in failure of the unit. The final grade is based on the total mark accumulated from all four assessment tasks.

All students must keep a clean electronic copy of all assignments (preferably as a PDF) submitted for assessment.

For both internal (D1) and external (X1) students all assignments in HGEO802 must be submitted via **Turnitin** as part of the submission process, and the Turnitin receipt number recorded on the coversheet of each assignment. You will be able to access the result of the Turnitin scan and be able to review your assignments in light of this result. Not everything that Turnitin picks up as comparable to other work is plagiarised. Use this process constructively to ensure you are referencing correctly and effectively. Instructions for submitting assignment to Turnitin can be found at: http://mq.edu.au/iLearn/student_info/assignments.htm

Your assignment must be submitted with a **cover sheet**. Please use the barcoded coversheets which can be downloaded from the web at :

http://www.arts.mq.edu.au/current_students/undergraduate/coversheet

Students must complete all the details on the cover sheet and sign the declaration regarding academic honesty that is part of the cover sheet. You must attach a copy of the email approval or medical certificates to justify any late submission.

Late Penalties and Grading

Please note that the penalty for late submission of assignments is 10% per day or part thereof, calculated from **5:00pm** on the due date listed. This penalty will be applied unless you are granted an extension by the unit convenor (Fiona Miller) and provide appropriate supporting documentation. Please talk to (or email) Fiona about any circumstances that affect your

assignments before the due date.

Each assignment will be marked and commented upon before return to you. The mark will be in the form of a graded letter as shown on the table below and as consistent with University policy. If you are uncertain or unhappy with any aspect of your comments or results please contact your tutor as soon as possible to discuss it. You may appeal your result in any assignment. Initial concerns should be raised with Fiona Miller as Unit Convenor, but formal requests for special consideration or grading appeal should be made according to university policy and procedure (see below).

Graded letter	Meaning	% equivalent
F	Fail	<50
P	Pass	50-64
Cr	Credit	65-74
D	Distinction	75-84
HD	High Distinction	85-100

Assessment Tasks

Name	Weighting	Due
<u>Key Issues Summary</u>	25%	18 March 2015
<u>Tutorial Paper & Presentation</u>	30%	Weeks 5-12

Name	Weighting	Due
Research Essay	40%	29 May 2015
Class Participation	5%	Weeks 1-13

Key Issues Summary

Due: **18 March 2015**

Weighting: **25%**

Write a concise review (1000 words) of the literature presented in the required readings for weeks 1-2 and the introductory lectures. Your review should identify key themes in the literature and relate those themes to your own learning objectives and fields of interest or professional practice.

The purpose of this assessment task is to ensure that you understand key principles and processes in Social Impact Assessment. You are required to demonstrate a critical understanding of the introductory readings and lectures, the issues they raise, and the relevance of these issues to your own fields of interest and professional practice. This assessment aims to provide you with a clear overview of the field and the issues in doing SIA in cross-cultural settings.

Please note that the reference list for this paper is not included in the word limit.

Grading Criteria for Assignment 1:

Grade

%

Criteria

F

Fail

<50%

Failed to complete all aspects of the assigned task. Fail papers will not succeed in demonstrating an understanding of the key issues or will not clearly relate those issues to the student's learning objectives or field of interest or professional practice. If you fail this assignment, you should ensure you consult with the unit convenor.

P

Pass

50-64%

This is the standard required to pass this assignment. To achieve a **Pass** grade you must write clearly and coherently, demonstrate an understanding of the issues and their relevance to your learning objectives and provide accurate referencing.

CR

Credit

65-74%

Credit range assignments will fulfil all the requirements for a pass grade, but provide a convincing integration of the literature rather than a series of loosely related reviews of individual papers. Synthesis of the issues into a personal position will push the paper to the higher Credit range.

D

Distinction

75-84%

In addition to the above, **Distinction grade** assignments must demonstrate in-depth thought and reflection on the way that the key issues in the literature relate to the field of cross-cultural and inter-cultural engagement. Distinction grade papers must demonstrate very strong communication skills, including an ability to deal with complexity in engaging and effective ways.

HD

High Distinction

>85%

In addition to meeting the above criteria, **High Distinction grade** assignments will demonstrate exceptional writing, and will demonstrate a capacity for deep personal reflection and clarity about personal learning objectives in the unit. High Distinction grade assignments will show exceptional communication skills, analytical understanding and self-awareness.

On successful completion you will be able to:

- Develop a critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.
- Demonstrated written and oral communication skills and research skills at a high level.

Tutorial Paper & Presentation

Due: **Weeks 5-12**

Weighting: **30%**

Write a 1500 word paper that focuses on some aspect of the tutorial topic and relates the readings, discussion and your own understanding of the issues raised to the broad themes of the unit such as power, culture and ethics.

The purpose of this assessment task is to allow each student to demonstrate a deeper understanding of one area of SIA covered by the unit. It requires a written paper, an oral

presentation and some leadership of discussion. For external students the 'oral' presentation will take the form of an online posting on *iLearn* and leadership of online discussion. The goal is to demonstrate a capacity to draw others into a thoughtful and high level (i.e. conceptual rather than simply descriptive) discussion.

Each student is required to present to the class on a specific tutorial topic. You will nominate your preferred tutorial (from weeks 4 -11) in week 1. In every tutorial session all students (including external students) are expected to prepare by reading at least 2-3 papers per week. The role of the student(s) leading the tutorial class is not to summarise papers that everyone should have read for themselves, but **to lead a discussion** of the issues raised in the papers. It is recognised that as adult learners the class members bring a range of experience and insights to the task of understanding SIA and cross-cultural negotiation, and that a wide range of fields of practice are implicated. Different students will bring different perspectives, approaches, experience and expectations to the tutorial topic they are leading. Co-presenters are encouraged to work together to present stimulating and provocative discussion sessions. It is certainly not expected that each student will 'read' a pre-prepared paper. It is therefore required that your written paper reflects upon your presentation and is responsive to the class discussion rather than simply a reflection on the literature.

Your contribution to the class and online presentation *and* how well you lead and encourage discussion in class (or on-line) is important to this assessment. Written papers will not be assessed if a student fails to present to the class or, in the case of external students, make an online posting and clear contribution to leading the online discussion for their chosen topic.

Grading Criteria for Assignment 2:

Grade

%

Criteria

F

Fail

<50%

Failed to complete all aspects of the assigned task, Fail grade will be awarded where a student does not complete the presentation task. Fail grades will also be awarded where the tutorial paper fails to engage with the class discussion of the topic and limits itself to re-presenting information from the set readings. Any plagiarism will also produce a fail grade in this assignment.

P

Pass

50-64%

This is the standard required to pass this assignment. Good presentation that demonstrates a reasonable grasp of the selected topic area; a reasonable engagement with class discussion.

Pass grade papers demonstrate a basic understanding of the set readings, provide a decent reflection on the student's own experience and are generally well written.

CR

Credit

65-74%

In addition to the above, a **Credit** grade will be awarded when a student demonstrates good presentation and discussion facilitation skills, and provides a coherent synthesis of class discussion and the literature in the paper, producing a clear position in the paper's discourse.

D

Distinction

75-84%

To achieve a **Distinction** grade, a tutorial paper must demonstrably integrate both the literature and the class discussion into a convincing discussion of the literature as part of a sophisticated discussion of negotiation-based SIA or a related field of practice. A Distinction grade is awarded when student's demonstrate very strong communication and presentation skills as well as facilitation skills.

HD

High Distinction

>85%

In addition to meeting the above criteria, assignments will demonstrate exceptional writing, and will demonstrate a capacity for deep personal reflection. **High Distinction** grade assignments will show exceptional communication and facilitation skills, analytical understanding and awareness of the implications of the discussion for practice.

On successful completion you will be able to:

- Develop a critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

Research Essay

Due: **29 May 2015**

Weighting: **40%**

Choose one of the following topics and write a case study based essay (3000 words) that addresses the question: What conceptual, methodological and practical considerations are required in the conduct of SIA to support sustainable and ethical outcomes for different stakeholders? Illustrate your argument with reference to a case study in a cross-cultural context.

- Indigenous rights and cross-cultural SIA
- SIA as a tool in addressing vulnerability in disaster settings
- SIA in formal planning systems
- SIA and conflict in cross-cultural settings
- SIA and forced resettlement

The purpose of this assessment is to apply your understanding of SIA in cross-cultural settings, and the principles and practices of using negotiated approaches, to a research-based case study essay. You will select an essay topic and present evidence to report on an example relevant to the topic. The target is to produce work of publishable quality.

Grading Criteria for Assignment 3:

Grade

%

Criteria

F

Fail

<50%

Failed to complete all aspects of the assigned task, Fail grade will be awarded for papers that reflect poor research, poor understanding or poor writing. Any plagiarism will also produce a fail grade in this assignment.

P

Pass

50-64%

This is the standard required to pass this assignment. It is anticipated that most papers will demonstrate good research skills, present a well-chosen case study and relate the argument developed in the essay to the key ideas developed in the unit. Pass grade essays will demonstrate a reasonable grasp of the selected topic area, a reasonable engagement with relevant literature through research and will be generally well written will receive **Pass** grades.

CR

Credit

65-74%

In the higher grade papers will need to demonstrate higher level understanding and be moving towards publishable quality in both writing and analysis. The case studies will be concise and convincing with excellent use of available data to illustrate issues and support arguments. In the **credit** range, papers will not only demonstrate understanding of the broad themes of HGEO802, but also deliver an argument that applies coherent synthesis of the framework offered by the unit into a well-presented case study.

D

Distinction

75-84%

To achieve a **Distinction** grade, a research essay must demonstrably deliver a case study that reflects both excellent research skills and conceptual understanding. Distinction grade essays must demonstrate very strong communication and presentation skills.

HD

High Distinction

>85%

In addition to meeting the above criteria, **High Distinction** essays will demonstrate exceptional writing skills at a publishable level. The best papers will integrate deep personal reflection on both the case and the broader themes into a concise and sophisticated argument.

On successful completion you will be able to:

- Develop a critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.
- An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.
- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

Class Participation

Due: **Weeks 1-13**

Weighting: **5%**

For internally enrolled students, class attendance is compulsory and the roll will be marked. Students must come to class prepared every week ready to discuss the essential readings, as you may be called upon to discuss and reflect upon any one of these readings in class in any given week. We will also have class activities based on the readings, so it is necessary to come prepared.

For external students, it is expected that they will make regular postings (150-300 words) on the unit's iLearn website in response to the questions posted by the convenor or lead discussant, others' comments and the readings.

Grading Criteria for Class Participation

Internal students

External students

0%

Failed to attend more than 90% of classes

Failed to make brief postings online.

1-2%

Attend more than 90% of classes, minimal participation in class discussion and little evidence of having completed the readings.

Less than five brief posting online; contributions not informed by readings.

3-4%

Attend more than 90% of classes, active participation in class discussions and contributions informed by readings.

More than five postings online and regular participation in online discussion and contributions informed by readings.

5%

100% class attendance, active participation in class discussions and contributions informed by readings.

Regular, weekly participation in online discussions, contributions informed by readings and regular postings (including sharing related links, videos, recent media events etc.).

On successful completion you will be able to:

- Develop a critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- Demonstrated written and oral communication skills and research skills at a high level.

Delivery and Resources

Study Modes

This unit is available in both internal and external study modes.

Internal (D1) - HGEO802 is based on a three-hour weekly class on **Wednesday from 11:00am - 2:00pm in room EMC2 G240**, from Wednesday 25 February. Classes will run as a combination of both lectures and student-led seminar sessions as indicated in the class schedule. All internal students are expected to attend all classes and the roll will be taken as part of the determination of your participation mark.

External (X1) - External students will be expected to access recordings of the sessions online via *iLearn*. There is a weekend **on-campus session**, which will run on **Saturday 14 March (10.00am-4.00pm) in E5A 230**. For external (X1) students, attendance at this session is compulsory unless you are studying HGEO802 from a remote Australian location or outside Australia, in which case you should contact the unit convenor early in the semester to discuss alternative arrangements.

Workload Expectation

HGEO802 uses a combination of lecture and seminar style classes with a number of role-play and web-based learning opportunities. It is expected that all students in the unit will both participate and contribute to classes, including preparing by completing the required readings, and participating in classroom and web-based discussions. Internal students are expected to attend classes regularly, and external students are expected to access material online routinely each week. All students are required to complete all the required assessment set for the unit.

The credit point value of a unit reflects the amount of work required in the unit. Each credit point in a half-year unit (such as HGEO802) would indicate that you should expect to spend about three hours each week on that unit (including class contact hours). With HGEO802 being a 4 credit point unit, you should therefore expect to spend about 12 hours each week on it. The expected hours per credit point per week is over the 15 weeks of the semester - the 13 weeks of classes PLUS the two weeks of the mid semester recess (not "break"). The following table is a guide for how you should allocate these hours to the various activities and tasks. . If you are unable to make this commitment to your study, then you should reconsider your decision to enrol – or reassess your priorities.

Activity	Estimated hours per week	Estimated total hours
Lectures	1-2	14
Tutorials	2	19
Reading	8	120
Assignments		27

Total	12	180
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Technology Used and Required

HGEO802 provides all students with significant web-based support using *iLearn*, Macquarie University’s learning management system. If you need help with *iLearn* please refer to http://www.mq.edu.au/iLearn/student_info/index.htm or contact the unit convenor as soon as possible. The unit website will be maintained regularly, providing you with copies of lecture PowerPoint slides immediately before each lecture. Digital audio recordings of the lectures will be available via *Echo360* linked to the unit’s *iLearn* site.

Unit Schedule

WK	DATE	LECTURES	TUTORIALS
MODULE I - INTRODUCTION TO SIA			
1	25/2	Part I - Introduction and Scope of the Unit Part II - Overview of SIA in Cross-Cultural contexts	Introduction to and Overview of SIA 2 hour lecture session (No tutorial)
2	4/3	Part I - Key moments in SIA: Australian and International Experience Part II - Paradigms, Methods, Theories and Practices in SIA <i>Plus discussion of Assessment Task 1</i>	SIA in Cross-cultural Settings: negotiation-based approaches to social change 2 hour lecture session (No tutorial)
MODULE II - METHODS AND CONCEPTS FOR CROSS-CULTURAL SIA			
3	11/3	SIA, Indigenous Peoples and the Global South	Dominant and Dissident Paradigms in SIA In-class tutorial
	14/3 Sat	On-campus Session for External Students	Negotiation and its Problems (Get-To-Know session) Negotiating Impacts (Negotiating Water Role Play) Negotiating SIA Outcomes Discussion of Assessment Tasks and Selection of Topics
4	18/3	Critical Skills and Negotiation in Cross-Cultural SIA <i>Plus discussion of Assessment Task 2</i> <u>*Assessment Task 1 due</u>	Negotiating Social Change in Cross-cultural Settings Student-led tutorial

MODULE III - SIA CASE STUDIES AND PROFESSIONAL PRACTICE			
5	25/3	Assessing Infrastructure and Resource Projects	Challenge of Multicultural Environments Student-led tutorial
6	1/4	Negotiating Impacts (Negotiating Water Role Play) (3 hours)	3 hour Role-Play Session (No tutorial) External students complete this activity during the on-campus day. Negotiating Water Role Play material should be read in preparation for this session.
		UNIVERSITY RECESS	3/4 -19/4: NO CLASSES
7	22/4	SIA in Post-Disaster Settings	Vulnerability, shocks and stresses Student-led tutorial
8	29/4	Participation, power and social change	Public Participation: conceptual and methodological issues Student-led tutorial
9	6/5	Guest Lecturer	Ethics in Cross-cultural SIA Student-led tutorial
10	13/5	Guest Lecturer	Addressing Conflict in SIA Student-led tutorial
11	20/5	Negotiating Changing Climates <i>Plus discussion of Assessment Task 3</i>	Forced displacement and compensation: culture, values and SIA
12	27/5	NO CLASSES	Research time for Assessment Task 3
	29/5	<u>*Assessment Task 3 due</u>	
MODULE IV - LOOKING FORWARD			
13	3/6	Conclusion: Towards SIA for Justice Unit review and evaluation	No tutorial

Learning and Teaching Activities

Lectures

Lectures delivered by staff and guest lecturers provide an introduction to and overview of SIA in cross-cultural contexts; history of SIA; key paradigms, theories, concepts, methods and practices; and SIA case studies and professional practice.

Tutorials

Seminar style tutorials led by staff and students.

Personal reading

Personal reading of journal articles, books, online material and SIA documents.

Reflection

Reflection on personal/professional experience and interests and key themes in SIA.

Research

In-depth research on a particular case study.

In-class and online discussions

Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.

Presentations and facilitation of discussions

Student presentations and facilitation of group discussions.

Small group work

Small group work in tutorials (face-to-face or online).

Experiential Learning

Experiential learning opportunity of a role play in the tutorial and on-campus session.

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

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

Disruption to Studies Policy 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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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) 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

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and

decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Develop a critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

Assessment tasks

- Tutorial Paper & Presentation
- Research Essay
- Class Participation

Learning and teaching activities

- Lectures delivered by staff and guest lecturers provide an introduction to and overview of SIA in cross-cultural contexts; history of SIA; key paradigms, theories, concepts, methods and practices; and SIA case studies and professional practice.
- Seminar style tutorials led by staff and students.
- Reflection on personal/professional experience and interests and key themes in SIA.
- In-depth research on a particular case study.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.
- Student presentations and facilitation of group discussions.
- Small group work in tutorials (face-to-face or online).
- Experiential learning opportunity of a role play in the tutorial and on-campus session.

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Develop a critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- An ability to discuss the history of Social Impact Assessment and its basic theoretical

and methodological foundations in Australia and internationally.

- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.

Assessment tasks

- Key Issues Summary
- Tutorial Paper & Presentation
- Research Essay
- Class Participation

Learning and teaching activities

- Lectures delivered by staff and guest lecturers provide an introduction to and overview of SIA in cross-cultural contexts; history of SIA; key paradigms, theories, concepts, methods and practices; and SIA case studies and professional practice.
- Seminar style tutorials led by staff and students.
- Personal reading of journal articles, books, online material and SIA documents.
- Reflection on personal/professional experience and interests and key themes in SIA.
- In-depth research on a particular case study.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.
- Small group work in tutorials (face-to-face or online).

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Develop a critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.
- An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.

- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

Assessment tasks

- Key Issues Summary
- Tutorial Paper & Presentation
- Research Essay
- Class Participation

Learning and teaching activities

- Seminar style tutorials led by staff and students.
- Personal reading of journal articles, books, online material and SIA documents.
- Reflection on personal/professional experience and interests and key themes in SIA.
- In-depth research on a particular case study.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.
- Student presentations and facilitation of group discussions.
- Small group work in tutorials (face-to-face or online).
- Experiential learning opportunity of a role play in the tutorial and on-campus session.

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

- Demonstrated written and oral communication skills and research skills at a high level.

Assessment tasks

- Tutorial Paper & Presentation
- Research Essay

Learning and teaching activities

- Reflection on personal/professional experience and interests and key themes in SIA.
- In-depth research on a particular case study.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.
- Student presentations and facilitation of group discussions.
- Small group work in tutorials (face-to-face or online).
- Experiential learning opportunity of a role play in the tutorial and on-campus session.

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.
- An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.
- Demonstrated written and oral communication skills and research skills at a high level.

Assessment tasks

- Key Issues Summary
- Tutorial Paper & Presentation
- Research Essay
- Class Participation

Learning and teaching activities

- Seminar style tutorials led by staff and students.
- Reflection on personal/professional experience and interests and key themes in SIA.
- In-depth research on a particular case study.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.

- Student presentations and facilitation of group discussions.
- Small group work in tutorials (face-to-face or online).
- Experiential learning opportunity of a role play in the tutorial and on-campus session.

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Develop a critical literacy in the field of Social Impact Assessment in terms of inter-cultural communication, conflict and cooperation.
- An ability to discuss the history of Social Impact Assessment and its basic theoretical and methodological foundations in Australia and internationally.
- An ability to explain the requirements for negotiations-based approaches to Social Impact Assessment in cross-cultural settings.
- A demonstrated understanding of the lessons of recent negotiations about resource industry and infrastructure developments in Australia and the region for their own field(s) of practice.
- A demonstrated understanding of the communications issues affecting cross-cultural negotiations and Social Impact Assessment research.

Assessment tasks

- Tutorial Paper & Presentation
- Research Essay
- Class Participation

Learning and teaching activities

- Reflection on personal/professional experience and interests and key themes in SIA.
- Teaching staff and students will actively lead in-class and online discussion on weekly tutorial topics and other related topics.
- Student presentations and facilitation of group discussions.
- Small group work in tutorials (face-to-face or online).

Changes from Previous Offering

Significant change was made to this unit in 2012 with the appointment of a new convenor. Since 2014 a number of more up-to-date and relevant readings have been added, including from the recommended text book. More explicit reference to the assessments is incorporated into the lecture program and Assessments 2 and 3 have been modified, with an additional participation mark assessment task added. A new module on resettlement and compensation has been added this year.