



GEOX802

Social Impact Assessment and Cross-Cultural Negotiation

S2 OUA 2016

Department of Geography and Planning

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Fiona Miller

fiona.miller@mq.edu.au

Contact via fiona.miller@mq.edu.au

Prerequisites

Admission to MPASR(OUA)

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. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-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 GEOX802 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.

All assignments in GEOX802 must be submitted via Turnitin as part of the submission process. 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

Late submissions and grading

Any requests for extensions must be made according to the OUA Extension Request Procedure (see Policies and Procedures, below).

Each assignment will be marked and commented upon before return to you. The mark will be in the form of a graded letter 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. 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).

Assessment Tasks

Name	Weighting	Due
Key Issues Summary	25%	14/08/16 (midnight)
Tutorial Presentation & Paper	30%	TBC
Research Essay	40%	16/10/16 (midnight)
Online Participation	5%	wks 1-14

Key Issues Summary

Due: **14/08/16 (midnight)**

Weighting: **25%**

Write a concise review (1000 words) of the literature presented in the required readings for weeks 1-4 and the introductory materials. 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.

On successful completion you will be able to:

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- 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 Presentation & Paper

Due: **TBC**

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. This task requires an online posting on *iLearn* (e.g., linking to a short video/s, a case study/ies, websites or articles) and leadership of an online discussion for your chosen week (e.g., during week 9), and a written paper which is due at the end of the following week, e.g. midnight Sunday of week 10). Students must select their chosen week in week 1.

On successful completion you will be able to:

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- 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: **16/10/16 (midnight)**

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 just outcomes for different stakeholders? Illustrate your argument with reference to a case study in a cross-cultural context.

- SIA and indigenous rights
- 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

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- 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.

Online Participation

Due: **wks 1-14**

Weighting: **5%**

All students are expected to 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.

On successful completion you will be able to:

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Delivery and Resources

Workload Expectation

GEOX802 is delivered online and it is expected that all students in the unit will both participate and contribute to online activities, including preparing by completing the required readings, and participating in web-based discussions. All students are required to complete all the required assessment set for the unit.

Technology Used and Required

GEOX802 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.

Unit Schedule

WK	DATE	LECTURES	TUTORIALS
MODULE I - INTRODUCTION TO SIA			
1	18/7	Introduction	Introduction
2	25/7	Orientation to Impact Assessment: EIA, SIA, SEA, HIA, VA...	Orientation to Impact Assessment
3	1/8	Overview of SIA in Cross-Cultural Contexts	SIA and Cross-Cultural Settings
MODULE II – METHODS AND CONCEPTS FOR CROSS-CULTURAL SIA			
4	8/8	Key moments in SIA Paradigms, Theories, Methods and Practices in SIA	Dominant and Dissident Paradigms in SIA
5	15/8	SIA, Indigenous Peoples and the Global South	SIA, Indigenous Peoples and the Global South
6	22/8	Critical Skills and Negotiation in Cross-Cultural SIA	Negotiating Social Change in Cross-cultural Settings
MODULE III – CASE STUDIES AND PROFESSIONAL PRACTICE			

7	29/8	Assessing Infrastructure and Resource Projects	Challenge of Multicultural Environments
8	5/9	BREAK	
9	12/9	SIA in Post-Disaster Settings	Vulnerability, shocks and stresses
10	19/9	Ethics and SIA	Ethics in Cross-cultural SIA
11	26/9	Participation, power and social change	Public Participation: conceptual and methodological issues
12	3/10	Research time for Assessment Task 3	Research time for Assessment Task 3
13	10/10	Negotiating Changing Climates	Forced displacement and compensation: culture, values and SIA
MODULE IV - LOOKING FORWARD			
14	17/10	Summary and Reflections	

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.

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.

Online discussions

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

Online presentations and facilitation of discussions

Student presentations and facilitation of group discussions.

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the

future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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 Presentation & Paper
- Research Essay
- Online 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.
- 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 online discussion on weekly tutorial topics and other related topics.
- Student presentations and facilitation of group discussions.

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.
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- 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 Presentation & Paper
- Research Essay

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.
- 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 online discussion on weekly tutorial topics and other related topics.

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:

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- Key Issues Summary
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- Research Essay
- Online Participation

Learning and teaching activities

- 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 online discussion on weekly tutorial topics and other related topics.
- Student presentations and facilitation of group discussions.

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 Presentation & Paper
- Research Essay

Learning and teaching activities

- Reflection on personal/professional experience and interests and key themes in SIA.
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- Student presentations and facilitation of group discussions.

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.
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Assessment tasks

- Key Issues Summary
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- Research Essay
- Online Participation

Learning and teaching activities

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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

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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.

Changes since First Published

Date	Description
18/07/2016	I noticed there was a typo in the due date for the first assessment task. This mistake has now been corrected. The due date for assessment one is 14/08/2016.