



LAWX102

Sustainability, Science and the Law

SP2 OUA 2016

Dept of Law

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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

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Prerequisites

Corequisites

Co-badged status

Unit description

This unit provides students with an introduction to global sustainability issues and the significance of law to them. No previous knowledge of law or sustainability is required. This unit is relevant to a broad range of disciplines, as it deals with environmental policy, science and politics, ethics, philosophy and the legal system. In particular, it considers the synergies between these areas, in the context of sustainability issues. The unit takes an international and comparative approach to sustainability and sustainable development, but with legal concepts and processes as the main focus. While sustainability is dealt with in many different ways, this unit considers sustainability through an interdisciplinary lens and the development of multifaceted solutions to current global dilemmas. 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:

Define sustainable development and its principles. Understand how principles of sustainable development have been providing a framework for the development of national environmental laws and policies.

Demonstrate a basic understanding of philosophical principles and environmental ethics in sustainability.

Identify and describe the main issues currently in play in sustainability debates, including examples at local, regional and global levels of interest.

Identify the main stakeholders in sustainability, and describe the roles of law, science and society in addressing sustainability issues.

Demonstrate a general knowledge of legal concepts, systems and processes and institutions that regulate environmental values and sustainability practices.

Propose options for policy and law reform with the purpose to improve sustainable outcomes.

Assessment Tasks

Name	Weighting	Due
<u>Assessment One – Essay Plan</u>	25%	25/06/2016
<u>Assessment Two - Quiz</u>	25%	17/07/2016
<u>Research essay</u>	40%	03/09/2016
<u>Participation</u>	10%	Ongoing

Assessment One – Essay Plan

Due: **25/06/2016**

Weighting: **25%**

Essay plan

Due: **25 June** Weighting: **25%**

Assessment One – Essay Plan

Due Date: 9pm Saturday 25 June (Week 4)

- 25%

Word limit: 1200 (excluding reference list / bibliography)

The major written assessments in LAWX102 will be based on the five case studies outlined on iLearn. You will select one case study to focus on in the unit – your work for assessments 1 and 3 will be based on this case study. Assessment 1 gives you the opportunity to start preparing for the major assessment for this unit (assessment 3, research essay), and receive feedback that will help you refine your ideas and structure for assessment 3.

Assessment 1 asks you to start researching your essay, think through what you plan to say in your essay, and develop the essential elements of your essay in outline form. Each case study overview (on iLearn) sets out a range of issues raised by the case. Using these issues to guide you (and identifying additional relevant issues), you will draft your own essay question – you will use this question in writing Assessment 1 and Assessment 3.

Assessment 1 should consist of an introductory paragraph, a series of key points with a brief note of supporting material (short quotes from authors, citations of the key texts, several facts that would go with the key point if you were to write it up as a paragraph), and a concluding

paragraph.

The introductory paragraph should be no more than around 300 words, and should set out the overarching argument of your essay, and provide some indication of how your essay will proceed. This should be followed by an outline of your key points, supported by key evidence. This should show the reader how the argument would be structured (citing the sources) Key points are like paragraphs in the body of an essay – i.e. each key point is made up of material that you think would make a good paragraph. Aim for at least 4 and no more than 7 key points in your outline.

The concluding paragraph should be no more than around 300 words, and should summarise the overarching argument, and discusses the implications and importance of the argument. Make sure to use appropriate referencing, including a bibliography or references list (depending on which referencing system you are using).

The marking rubric for this assignment is available on iLearn.

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- Propose options for policy and law reform with the purpose to improve sustainable outcomes.

Assessment Two - Quiz

Due: **17/07/2016**

Weighting: **25%**

Online quiz

Due: **15 July - 17 July** Weighting: **25%**

Assessment Two – Quiz

Due Date: Friday 15th July – Sunday 17th July (Week 7)

Weight: 25%

Students will be required to demonstrate their knowledge of the material covered in weeks 2-6 (inclusive), by answering 15 multiple choice questions online.

The quiz will be available from 6am on Friday 15 July, until 11:55pm on Sunday 17 July. You must ensure that you will be available to logon to ilearn to complete the quiz during this time. If you will be unable to do this, you must apply for special consideration (with supporting documentation) via <https://ask.mq.edu.au>.

Once you access the quiz, you will have 30 minutes to complete the quiz. Once 30 minutes have elapsed, your answers will automatically be submitted. Please ensure you have a reliable computer and internet connection before you attempt the quiz.

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Research essay

Due: **03/09/2016**

Weighting: **40%**

Research essay

Due: **3 September** Weighting: **40%**

Assessment Three – Research Essay

Due Date: 9pm Saturday 3 September (Week 13)

Weight: 40%

Word limit: 2000 (excluding reference list / bibliography)

Building on the essay plan developed in assessment 1, students will be required to submit a 2000-word essay based on the case study selected for assessment. The essay will assess your ability to research relevant scholarly work on your chosen case study, form a thesis, analyse the available material, and then present a coherent and compelling argument as a polished academic essay. You will have drafted an essay question for assessment 1; you can update this question if not appropriate (and the feedback you receive on assessment 1 might suggest this).

Essays should refer to a range of material in addition to the required readings for this unit, and should be correctly and consistently referenced. You must use a minimum of 6 scholarly references (peer-reviewed academic books and journal articles). Avoid relying on non-peer reviewed sources, and avoid websites like blogs. Newspapers do not count as scholarly sources themselves.

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Participation

Due: **Ongoing**

Weighting: **10%**

Participation

Due: **Ongoing** Weighting: **10%**

Assessment Four – Online Participation

Due Date: Ongoing

Weight: 10%

Your participation mark will be based on your on line discussions. These will be based on the set readings and questions made available each week on iLearn. You are expected to contribute to discussions regularly. Further details about your participation will be provided on iLearn. Comments should have a maximum of 100 words per question.

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Delivery and Resources

This unit requires students to listen online (through Echo360) a weekly one-hour lecture.

Student workload, in accordance with university guidelines, is 3 hours per credit point per week (over a 15 week term), and can be estimated as follows:

22 hours – listen to recordings and online participation

55 hours – readings, review of online content and self-study

63 hours – assessment tasks

Suggested Text:

Elizabeth Fisher, Bettina Lange and Eloise Scotford, *Environmental Law: Test, cases and materials* (Oxford University Press, 2013 edition)

This text is available through the Co-op Bookshop (external students please order through the bookshop). Copies will also be place on reserve through Macquarie University Library.

Additional material:

There are many (free) student resources related to the prescribed text available online: http://www.oup.com.au/titles/higher_ed/law/environmental_and_planning_law/9780195558760

Extra material, including reading lists, will be placed on the unit's iLearn page. Students are required to access the page regularly to review online content and readings.

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

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 outcome

- Demonstrate a basic understanding of philosophical principles and environmental ethics in sustainability.

Assessment tasks

- Assessment One – Essay Plan
- Research essay
- Participation

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 outcome

- Demonstrate a general knowledge of legal concepts, systems and processes and institutions that regulate environmental values and sustainability practices.

Assessment tasks

- Assessment One – Essay Plan
- Assessment Two - Quiz
- Research essay
- Participation

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:

Assessment tasks

- Assessment One – Essay Plan
- Research essay
- Participation

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

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- Demonstrate a general knowledge of legal concepts, systems and processes and institutions that regulate environmental values and sustainability practices.
- Propose options for policy and law reform with the purpose to improve sustainable outcomes.

Assessment tasks

- Assessment One – Essay Plan
- Assessment Two - Quiz
- Research essay
- Participation

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

- Define sustainable development and its principles. Understand how principles of sustainable development have been providing a framework for the development of national environmental laws and policies.
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- Demonstrate a general knowledge of legal concepts, systems and processes and institutions that regulate environmental values and sustainability practices.
- Propose options for policy and law reform with the purpose to improve sustainable outcomes.

Assessment tasks

- Research essay
- Participation

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

- Demonstrate a general knowledge of legal concepts, systems and processes and institutions that regulate environmental values and sustainability practices.
- Propose options for policy and law reform with the purpose to improve sustainable outcomes.

Assessment tasks

- Assessment One – Essay Plan
- Assessment Two - Quiz
- Research essay
- Participation

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

- Define sustainable development and its principles. Understand how principles of sustainable development have been providing a framework for the development of national environmental laws and policies.
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- Propose options for policy and law reform with the purpose to improve sustainable outcomes.

Assessment tasks

- Assessment One – Essay Plan
- Research essay
- Participation

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

- Demonstrate a basic understanding of philosophical principles and environmental ethics in sustainability.
- Identify and describe the main issues currently in play in sustainability debates, including examples at local, regional and global levels of interest.

Assessment tasks

- Research essay
- Participation

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

- Demonstrate a basic understanding of philosophical principles and environmental ethics in sustainability.
- Identify and describe the main issues currently in play in sustainability debates, including examples at local, regional and global levels of interest.
- Propose options for policy and law reform with the purpose to improve sustainable outcomes.

Assessment tasks

- Assessment One – Essay Plan
- Research essay
- Participation

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 outcome

- 5. Demonstrate a general knowledge of legal concepts, systems and processes and institutions that regulate environmental values and sustainability practices.

Critical, Analytical and Integrative Thinking

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This graduate capability is supported by:

Learning outcomes

- 1. Define sustainability and the concept of sustainable development, and demonstrate a thorough understanding of philosophical principles and environmental ethics in sustainability.
- 4. Critically assess sustainability issues in multidisciplinary and pluralistic (multi-standpoint) perspectives in terms of science and general sustainability principles.
- 6. Develop viable options for change in the law and other policy dimensions to improve sustainability outcomes, through in-depth legal analysis, creativity and problem solving skills.

Assessment tasks

- Essay plan
- Online quiz
- Research essay

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.

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Learning outcome

- 6. Develop viable options for change in the law and other policy dimensions to improve sustainability outcomes, through in-depth legal analysis, creativity and problem solving skills.

Assessment tasks

- Essay plan
- Research essay

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This graduate capability is supported by:

Learning outcomes

- 2. Identify and describe the main issues currently in play in sustainability debates, including examples at local, regional and global levels of interest.
- 3. Identify the main stakeholders in sustainability, and describe the roles of law, science

and society in addressing sustainability issues.

Assessment tasks

- Online quiz
- Participation

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

- 2. Identify and describe the main issues currently in play in sustainability debates, including examples at local, regional and global levels of interest.
- 3. Identify the main stakeholders in sustainability, and describe the roles of law, science and society in addressing sustainability issues.

Discipline Specific Knowledge and Skills

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- 1. Define sustainability and the concept of sustainable development, and demonstrate a thorough understanding of philosophical principles and environmental ethics in sustainability.
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- 5. Demonstrate a general knowledge of legal concepts, systems and processes and institutions that regulate environmental values and sustainability practices.
- 6. Develop viable options for change in the law and other policy dimensions to improve sustainability outcomes, through in-depth legal analysis, creativity and problem solving skills.

Assessment tasks

- Essay plan
- Online quiz
- Research essay
- Participation

Changes since First Published

Date	Description
22/	Editing has been made in relation to learning outcome numbers and double ups.
05/	Further information has been added to assist students develop their assignment 1 and
2016	3.