

JOUR-UA 9503.SY1 or ENVST-UA 9503.SY1 Journalism and Society: Science, Environment and Politics Spring 2020

Instructor Information

- Fran Molloy
- Consultation by appointment.
- fran.molloy@nyu.edu (Please allow at least 24 hours for your instructor to respond to your emails)

Course Information

- Pre-Requisite: None
- Tuesdays: 9:00am – 12:00pm
- Room 302, NYU Sydney Academic Centre. Science House: 157-161 Gloucester Street, The Rocks NSW 2000

In this hybrid reading / writing class, we take a 'tasting plate' tour through key environmental issues from an Australian perspective, exploring the way that environmental journalism both influences and responds to these issues.

We will meet for a weekly in-class seminar, except for two weeks during the session set aside for field trips. In these excursions, we will experience environmental issues first-hand, gather story ideas and find local Australian context for our own writing. Two to three guest speakers will join us over the semester, to further explore key issues.

Our in-class seminars will **briefly** introduce key journalism concepts and techniques to those new to journalism - and reinforce and further develop these skills for experienced journalism students. You will be given further journalism resources to explore in your own time.

During each in-class seminar we will discuss set readings, and explore the environment beat, reading stories reported in Australia and around the world. Students will present stories to the class each week for analysis. We will consider work that explores different forms and themes and journalistic traditions, and look at the place of environmental journalism in the new media world. You'll also find your own stories, your own voice - and have the chance to tell your own tales.

We will work on a class blog and each student will produce:

- 1) a **news story** which may be published on the class blog, and
- 2) a **feature story** for publication either on our blog or in an Australian digital outlet.

Each seminar will involve three key activities. They are:

- (1) **News:** we survey the 'environment beat' in Australia and abroad
- (2) **Theme:** we explore context around **one environmental theme** and look at how that theme is represented in media, discussing the assigned readings
- (3) **Practice:** working on techniques and processes to create our own work in this genre; exploring places that we can reference in our work; interacting with guest lecturers

Course Materials

Required Textbooks & Materials

It is a course expectation that you have done the required reading and have prepared sufficiently to discuss them in class. You will also be expected to keep a watching brief on environmental news stories, both in Australia and abroad. You may follow key sites on Facebook or Twitter, or choose to sign up for some environment email newsletters; these are recommended: [ABC](#); [CSIRO Ecos](#); [ENN](#); [Grist](#) ; [Guardian](#); [NASA](#) ; [NY Times](#) ; [SEJ Headlines](#) - or find your own.

There is no text. Required readings will be posted in NYU Classes **and** links circulated by email for this course.

A small budget should be set aside for the incidental costs in this course. Students will be expected to make some phone calls and to travel locally for the purpose of interviews for the two journalism-style stories required in this course. Some smartphone apps and software may be recommended (but not compulsory.)

Several key reference documents will be available in NYU Classes as source material for ethical and practice questions as well as queries about style – these will include the NYU Journalism Handbook.

Each week, compulsory, extra and optional texts will be allocated and students are expected to complete all compulsory and extra readings before each class. The weekly quiz will be partly based on these assigned texts. Sometimes full readings will be posted (usually in PDF format), in other instances links to online readings, video and audio will be supplied. Texts will be coded C (compulsory for all), G (Group – assigned to part of the class) and O (optional). EXTRA readings will be divided into one of three Reading Groups – A, B and C. You will be allocated an 'EXTRAS' group at the beginning of semester.

In some weeks, a compulsory reading will be tagged C-JP (compulsory – journalism practice). These JP readings will give background to short practice-based lectures that will take place in some of the seminars and will help you devise your two journalism assessment

items. These will also be useful resources when you are preparing your news and feature stories. Any updates to this syllabus will occur to the main document held in NYU Classes. Where you have a syllabus query, check first with the master document in NYU Classes to be certain you have the latest version.

Additional Required Equipment

Students are encouraged to bring a laptop, tablet or smartphone with wifi internet access to class so that we can use it **at the appropriate time**. Students who prefer not to bring equipment to class can use the computer lab where necessary.

LIDS DOWN – a requirement to put your device in ‘sleep’ mode applies during the class except where we use technology for research and in-class activities.

Use of social media, text messaging and emails for non-class activities is not permitted. Students who disregard these guidelines will be referred to the Director, who will determine the appropriate penalty. **Classroom etiquette assumes that students will switch off cell phones and pay the live humans in your class respectful attention, using web access only at the times relevant to this seminar.** Students are asked to always close all devices in the presence of a guest speaker. Students who have a technology accommodation are asked to discuss with the lecturer.

Useful tools: A recording device for interviews (a smartphone recorder is fine); still camera and / or video camera (also ok to use smartphone tools); a subscription account with Skype or Google Hangout for interviews. You may record telephone and personal interviews where interviewees permit.

The NYU Journalism Handbook for Students Ethics, Law and Good Practice will be provided in NYU classes. Students will find Powerpoint, Keynote or similar presentation software (Prezi / Google Slideshow) useful for leading their seminar.

Course Overview and Goals

Upon Completion of this Course, students will be able to:

- Informed engagement with the ‘environmental conversation’ in Australia and its placement in the global context.
- An understanding of how global environment issues translate into a local news story – and conversely, the global relevance of a local environment story.
- Analytical skills – through in-class and online discussion of current environmental stories and the processes and agendas that shape them.
- Research skills – through the development of their own story idea about an environmental topic, and in developing sources, pitching a story idea and critiquing a colleague’s story pitch to fit its intended audience.
- Experience in news-related blogging – from writing a blog post based on their own media seminar, to commenting and exploring ideas on another’s blog post, to writing a news story and potentially publishing it as a blog post.

- Practical application of journalism techniques, from writing a news story to exploring feature writing from research to pitch to interview, using observation and construction, from preparing a draft to editing a final version, and the translation of a story idea into a written article of a standard ready for publication, through their own writing and through peer editing of their colleagues' work.

Course Requirements

Weekly Quiz*

Before ten of our 14 weekly classes, an online quiz will be assigned. Quiz questions will be based on a thoughtful assessment of assigned readings, and completed quiz must be submitted the night before class via NYU Classes. The quiz will include opportunities for reflection and over the semester you will be assigned short writing tasks within the quiz. Each quiz will be marked out of ten, the total averaged to reach 30% of your final mark.

(No quiz in Weeks 1, 4, 7, 9 and 14).

Media Monitoring Presentation + Blog*

You will be assigned a week where you monitor the environment news in Australia and internationally, individually OR in a group of two to three students (depending on class size.) You will present a ten-minute in-class seminar summarising around ten news items (this is a shared task, if there is more than one student).

Each student will then present a short (ten to 15 minute) analysis and discussion of one story, addressing some aspect of the decisions made in the writing of this story and how those decisions influence the story's outcome.

Each student will submit a 300 word summary post to the class blog by Friday 5pm of your presenting week.

PEER and SELF assessment will contribute to your mark.

News Story, 400 words*

Students will write a news story for their first assignment, to be submitted via NYU Classes Assignments by Friday 5pm of Week 6. Students are encouraged to submit an early form of this story online on a NYU Classes Forum for peer comment, by Friday 5pm of Week 5 - and to review classmates' work before our Week 6 Class. After feedback and editing, you are encouraged to publish your news story on the class blog.

Feature Story, 800 words*

Includes two story pitches in Weeks 8 and 10 (compulsory, graded through quiz).

You can choose to re-write your story in response to feedback from classmates on your draft story. You are marked on the final story submission through Turnitin.

DRAFT story to be submitted by Friday 5pm Week 13 – on a NYU Classes Forum.

Students are asked to read and comment on draft stories produced by your classmates. Feedback will be discussed in class in Week 14 but drafts will not be graded.

FINAL is to be submitted by Friday 5pm Week 14 – via NYU Classes Assignments.

After feedback and editing, you are encouraged to submit your feature story to a publication of your choice, including our recommended [student news site](#), Junction Journalism, or to the class blog – you will have the chance to do this in Week 15.

* Assessment criteria and rubrics provided in NYU Classes/Resources folder.

Required Field Trips:

1. Kurnell – Kamay National Park (Week 4 - during class with an early start)
2. SIMS (Week 10 - during class, regular start)

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade	Due
Weekly Quiz	30%	Ongoing
Media Monitoring Presentation + Blog	20%	Ongoing
News Story	20%	5pm, Fri 13 Mar (Wk 6)
Feature Story	30%	DRAFT 5pm, Fri 1 May (Wk 13) FINAL 5pm, Fri 8 May (Wk 14)

For this course, your total numerical score, calculated from the components listed above, is converted to a letter grade without rounding.

Extra credit: Site policy does not allow grading of work outside of the assignments included in the syllabus. The final grade will only be calculated from the assessment components listed here and no other work, whether additional or substituted, is permitted.

Failure to submit or fulfill any required course component results in failure of the class

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Explanation of Grade
A	Excellent performance showing a thorough knowledge and understanding of the topics of the course; all work includes clear, logical explanations, insight, and original thought and reasoning.
B	Good performance with general knowledge and understanding of the topics; all work includes general analysis and coherent explanations showing some independent reasoning, reading and research.

Letter Grade	Explanation of Grade
C	Satisfactory performance with some broad explanation and reasoning; the work will typically demonstrate an understanding of the course on a basic level.
D	Passable performance showing a general and superficial understanding of the course's topics; work lacks satisfactory insight, analysis or reasoned explanations.
F	Unsatisfactory performance in all assessed criteria. Work is unfinished or unsubmitted.

Grade Conversions

For this course your total numerical score, calculated from the components listed above, correspond to the following letter grades:

A	94 to 100
A-	90 to < 94
B+	87 to < 90
B	84 to < 87
B-	80 to < 84
C+	77 to < 80
C	74 to < 77
C-	70 to < 74
D+	67 to < 70
D	65 to < 67
F	0 to < 65

Course Schedule

Week/Date	Environmental Topic	Journalism Topic
Week 1 4-Feb-20	Introduction to Environmental Journalism	Australian Media Landscape
Week 2 11-Feb-20	Ideology, Power & Activism in a new media world	News values
Week 3 18-Feb-20	Cities: Urban sprawl & where humans live	Researching a story
	Guest speaker: Sutherland Environment Centre (TBC)	
Week 4 25-Feb-20	Field Trip: Kurnell (early start)	
Week 5 3-Mar-20	Water	Journalistic writing
Week 6 10-Mar-20	Energy + the mining debate	Deadline writing / News Story due FRI
Week 7 16 – 22 Mar	SEMESTER BREAK – No class	
Week 8 24-Mar-20	Climate Change	Narrative Writing / Pitch your Story
	Guest Speaker: Wilderness Society / AYCC (TBC)	
Week 9 31-Mar-20	Oceans	Adding depth in facts / Pitch second story idea
Week 10 7-Apr-20	Field Trip: SIMS	
Week 11 14-Apr-20	Wilderness	Structuring a feature
Week 12 21-Apr-20	Indigenous Australia and the Environment	Vox Pops/Writing up a draft
Week 13 28-Apr-20	Soil AND The Food We Eat	FEATURE DRAFT for next class
	Guest Speaker: Jonathan Green, ABC (TBC)	
Week 14 5-May-20	Population and over-consumption	FEATURE FINAL due FRI

Week/Date	Environmental Topic	Journalism Topic
Week 15 11-May-20	Solutions: Technology, activism	Submit feature for publication

Week 1: 4-Feb-20

Introduction to Environmental Journalism

NEWS:

This class - I'll outline Environment News of the Week. Each week: students will present the week's news.

Practice: Creating a Web Presence

An introductory lecture will kick us off. What is environmental journalism? What environment stories make news? What don't we hear about?

We'll take a 'tasting plate' tour some of the big environment issues this semester – both local to Australia and global - and we'll start with some context-setting. Climate change – what's happening? We will talk about the media you consume now – how do you get news? How do you get news about the environment? Are you well informed? We will look at how our media has changed. In a multi-faceted media landscape, what news gets heard? How can we tell environment stories? What stories do you want to tell?

Interviewing and writing exercise: Introduction

Students should prepare to introduce themselves and talk about their expectations of this subject, the background skills and knowledge they bring, what they can contribute and what they hope to gain.

We will begin with a writing exercise to help us get to know each other. You'll interview a classmate and prepare to write a short (one page) profile about that person. Today you'll introduce your classmate to the class. You will post a polished version of your profile to NYU Classes this week – and get the chance to edit your own bio, before using it on our public blog.

Syllabus review and NYU Classes Intro:

We will take a short time to look at the syllabus – a very brief overview will show you where to focus your attention if you have queries about assessments. We will also look at the way this class has been set up on NYU Classes, where most resources you will need for this subject will be available. Students will be allocated a Reading Team and a Presentation Week, for your environment news monitoring exercise.

Environment news monitoring requires you to watch Australian and international media sources and identify the key stories for the week. You will also select a news story for our in-class critique, when we examine the writer's techniques, discuss worthwhile and flawed aspects of the work and gain tips for our own work.

TECHNOLOGY BACKGROUNDER

There are some very useful digital tools around that will help you in this course. A short technology backgrounder, complete with links to a few useful Cheat Sheets, will give you some digital short-cuts.

CLASS BLOG: [Time permitting] – following the technology backgrounder, students will set up their internet presence for the class blog. Create a Wordpress login (or use an existing one) and 'gravatar' profile for your blog posts and comments. Each student will have the opportunity to participate in the administration and content for our class blog. Do you have photography, video, sound engineering or web design skills?

EXTRA: Environment Media in Australia: [TIME PERMITTING]

Today we will also explore some of the outlets for the publication of environmental journalism. You will each be given a mainstream news source to examine. Are there any stories specifically about the environment? What stories have an environment component? Does this news source have an agenda / position? We will discuss the environment media presentation you are required to deliver from Week 3.

What tools can you use for this? How do you choose a story? What is environment news?

Questions for today's class

- What are the 'big issues' in the environmental conversation in Australia?
- How do these issues translate to your own regional experience?
- How do we engage in a new media environment as cultural producers?
- How does our ease of production / technical engagement affect mainstream news media?
- How can literary journalism help us to think about the environment in Australia and the world?

Activities

- Interview your classmates and write a report on them
- Discuss assessment items and presentations / media monitoring
- Examine Environment news outlets
- Technology Tools - Explore Blog (time permitting)

Before next class

- Post your interview profile on NYU Classes
- Set up your wordpress account on the OZoneNYU class blog - include a bio & a pic
- Complete assigned readings
- **Complete the online quiz** before 6pm, Monday - the evening before your next class

Presenter/s for next class – please speak to me and keep in touch as you prepare.

Check NYU Classes on Tuesday afternoon for articles posted by presenter/s

Week 2: 11-Feb-20

Ideology & Environmental Journalism: Protagonists, Capitalists, Activists

Practice: News Values

READINGS: [to be confirmed – emailed to you after class, also posted on NYU CLASSES – RESOURCES - READINGS]

COMPULSORY – [22 pages / 4 articles / 40 minutes]

- Ridley, Matt (2019) [Lying with Science: A guide to Myth Debunking](#) *The Spectator* 2 Mar 2019 [6 pp] [Reading time: 8 mins]
- Glikson, Andrew (2016) [Global Heating and the dilemma of climate scientists](#) ABC [3 pp][6 mins]
- Meyer, Robinson (2017) [Are we as doomed as that New York Mag article says?](#) *The Atlantic* Jul 10 2017 [6 pp][8 mins]
- Mirowski, Philip et al (2013) [Beyond Denial: Climate change, neoliberalism and the left](#) *Overland* Autumn 2013 [7 pp] [17 mins]

GROUP READINGS – average 8 minutes

GROUP 1

- Nuccitelli, Dana (2018) [There are genuine climate alarmists, but they're not in the same league as deniers](#) in *The Guardian*, 9 Jul 18 [3 pp] [6 minutes]

GROUP 2

- Archibald (2018) [How will history recall climate catastrophists?](#) in *Spectator*, 18 Apr 18 [8 pp][7 minutes]

GROUP 3

- Janus (2019) [The Toxic Legacy of Environmental Neoliberalism](#) in *The Revelator*, 1 Feb 19 [5 pp][11 minutes]

JOURNALISM PRACTICE READING

(Optional – useful if this is your first journalism class) – NEWS VALUES

- Lamble, Stephen (2011), Chapter3 'News Values' from *News as it Happens: An Introduction to Journalism* South Melbourne, Vic. : Oxford University Press, 2011 pp 33-48 [15 pages]

EXTRA READINGS – (Optional)

- To be advised

SEMINAR READING:

Each in-class week, students will deliver a media monitoring presentation and post a relevant article on NYU Classes the previous day. Their discussion will include a critique of the selected article.

CLASS: Week 2 establishes the regular rhythm of our usual in-class sessions.

THEME

[lids down]

At the beginning of class, we will go through roll-call and the planned activities. We will then spend the first 45 minutes or so on the environment topic beginning with a short lecture and discussion of the readings.

THEME: [lids down]

Ideology, Power and Activism in a New Media World

Today, we place environmental journalism in an ideological context. Increasingly, it has been ideology, not science, that dictates how a story about the environment is presented, what gets reported – and how.

Discussion:

Students should prepare to discuss today's topic – some Questions for Consideration will be posed. You will have the chance to introduce the Extra reading that you have been allocated.

BREAK [lids up]

A short stretch break will let our student presenters prepare for their session.

NEWS

[lids down] Student presenters will deliver the Media Monitoring presentation.

[lids up] Peer review

JOURNALISM PRACTICE

[lids down] Lecture: What is News? We will look at the techniques, conventions and processes used by traditional news media to turn a wealth of information into 'hard news'. We will consider the history of these processes and the consequences of their use. We will compare hard news to different functions and styles of journalism (eg editorial / opinion writing) and look how environment stories fit into this structure.

[lids up] ACTIVITIES:

- Write a blog post – Live activity (time permitting) – News story

Week 3: 18-Feb-20

Cities, urban sprawl, pollution and humans

Practice: Finding Sources, asking questions

READINGS:

COMPULSORY, Extra and Optional readings will be posted in NYU Classes.

Please ensure you complete the weekly quiz by the Monday before class, 6pm.

THEME:

We are facing one of the planets' most profound extinctions, with the rapid loss of species due to human activity estimated at 1,000 to 10,000 times the 'natural extinction rate.' As climate change worsens, this figure is likely to rise. Australian kids grow up with environmental education in schools. Trips to National Parks, gardens and museums highlight

the problems of feral species. Despite this, feral pests have decimated native flora and fauna and Australia has lost more mammals to extinction than any other country, with much of it through habitat degradation from introduced species.

Today we look at species extinction, the introduction of feral plants and feral animals to Australia and the devastation they have caused to native species. Is accelerated adaptation at work? Are weeds and cane toads demonstrating survival of the fittest in a new, harsh world?

Journalism Practice Lecture: Writing like a journalist

This is a practical session, where we explore the process of writing a news story and get ready to write a story of our own, after our field trip to Kurnell and our guest speaker, Kevin Evans.

We will look at the structure of news. Your first assignment is a news story which will follow the traditional 'pyramid' format, where you put your key 'news values' at the top of the story and include the 5Ws and H.

We will look at the traditional writing style used by journalists – active, direct language, and a concise summary of 'facts'; this is different to the academic writing most of you are familiar with.

ACTIVITIES

- Identifying the news lead (lids down)
- Tools – an overview of tools and techniques for writing a news story (lids up)
- Practical exercise: Research, interview, write: time permitting - you will write a news story in your team

We will have a live expert source as guest speaker – feel free to practice some interview questions on her.

Before next week [WEEK 4]: Kamay National Park Kurnell

Remember - this is a journalism field trip. You will receive information about the trip before we leave and are encouraged to do your own research on the news stories that apply to the Kurnell area.

Before next in-class session: WEEK 5

Presenters for next class [Note: WEEK 5] – please speak to me and keep in touch as you prepare.

Prepare: You have two weeks to complete the lesson / assigned readings for Week 5

Check NYU Classes on Monday afternoon of Week 5 for articles posted by presenters

Week 4: 25-Feb-20

Field Trip: Kamay National Park Kurnell

Required field trip/excursion: Kurnell – Dress for a hike – sunscreen, walking shoes.

Students will be picked up by bus from Urbanest – gather in reception by 7:30 am for a 7:40 am departure. Students who don't have a class in the afternoon have the option to stay at Cronulla Beach and explore the area, catching the train back later.

Week 5: 3-Mar-20

Cities-Human Habitat: Urban sprawl, cities, NIMBYS - and where humans live

Practice: Writing News

READINGS:

COMPULSORY, Extra and Optional readings will be posted in NYU Classes.

Please ensure you complete the weekly quiz by the Monday before class, 6pm.

THEME:

Today we look at competing arguments about cities. The environmental conversation around cities is changing. Per capita, on a number of measures, city living causes less environmental harm than housing in suburbs or in the countryside. But cities have their problems – such as ‘urban heat islands,’ concentrated pollution and the impact of megacities. Should humans have a ‘right’ to choose where we live?

We explore urban sprawl, megacities – and the claims of those who object to development in cities. Are local anti-development groups a critical part of community protection? Or do they represent a form of ‘environmental racism’ that pushes development into areas where residents have less political clout?

Discussion:

Students should prepare to discuss today’s topic – some Questions for Consideration will be posed.

You will have the chance to introduce the Extra reading that you have been allocated.

Journalism Practice Lecture: Researching Things

This session is all about finding sources – publications, experts – and potential interviewees.

ACTIVITIES

- Research Activity : Two activities will look at using Google and other sources
- News Story Workshop – what are you writing about? questions, issues
- Film: Cane Toads: An Unnatural History (Time permitting, we will watch part of this in class)

Week 6: 10-Mar-20

Energy and Mining

JOURNALISM PRACTICE:

News v Feature writing – understanding the differences

Research and pitching a story idea

READINGS:

COMPULSORY, Extra and Optional readings will be posted in NYU Classes.

Please ensure you complete the weekly quiz by the Monday before class, 6pm.

THEME:

Today we look at energy. Burning fossil fuels contributes hugely to climate change. Coal is particularly bad. Mining provides jobs and raw materials for many items we now consider essential – but it is the cause of massive deforestation, pollution, carbon dioxide emissions, and other greenhouse gas emissions like methane. Paul Cleary says Australian governments are addicted to the taxes they derive from mining revenue and held to ransom by the fossil fuel lobby; environmental legislation pays lip-service and is poorly enforced.

Let's talk about digs; who benefits, who misses out – and what it does to the planet. Wind: why is there so much opposition? Solar energy: why hasn't it taken off?

Journalism Practice: Final Workshop

- Pulling your news story together for FRIDAY

Week 7: 16 – 22 Mar**SEMESTER BREAK – No Class**

- **DON'T FORGET TO COMPLETE YOUR NEXT QUIZ BY MONDAY 6pm BEFORE CLASS**
- **GOING AWAY? TRAVELLING AROUND SYDNEY?**
Remember to look out for story ideas for your main FEATURE ARTICLE – story pitches start Week 8

Week 8: 24-Mar-20**Climate Change**

Journalism Practice: News v Features / Researching your story + STORY PITCH Part 1
Topic: Climate Change

READINGS: COMPULSORY, Extra and Optional readings will be posted in NYU Classes. Complete the weekly quiz by 6pm Monday before class.

THEME:

Anthropogenic global warming – an increase in the mean surface temperature of the earth caused by human activity – is commonly called Climate Change. It's the game-changer, the biggest environmental issue our planet has faced. Over the last century, the mean surface temperature of Earth increased by around 0.8 °C.

The Intergovernmental Panel on Climate Change (IPCC) fifth major report, in 2013, stated this century, global surface temperature will rise between 2 and 6 degrees Celsius (about 5 to 11 F). International talks continue – the latest in Paris last November where new targets were set.

The debate about whether climate change is caused by humans barely rates a mention among serious credible scientists; scientific consensus supports the theory that the cause is increased 'greenhouse gas' concentration produced by burning fossil fuels, deforestation and other polluting activities. But the debate rages with many political conservatives arguing

the crisis has been exaggerated to threaten the economic status quo and destabilise industry. The media plays a strong role in furthering this debate. Today we discuss the way reporting deals with climate change, the actions in place to deal with it (Paris 2015), the rationale for ignoring promises by increasingly unstable governments – and the role the media plays in the wimpy responses from national governments.

ACTIVITIES:

- STORY PITCH 1
- Getting started - Tools and Tips for story construction and development

Week 9: 31-Mar-20

Oceans and Water

PITCH WORKSHOP – you will pitch your second feature story idea today

THEME:

Global population distribution has become skewed towards coastal living, and by 1998, more than half of all humans lived and worked in a coastal strip just 200 km wide, and two-thirds (4 billion) lived within 400 km of a coast. But all this human activity has driven rapid change throughout the planet's oceans and coasts.

Marine environments are threatened by ocean warming, ocean acidification, rising sea levels, unsustainable fishing, pollution and coastal development.

Over half of the world's coral reefs are seriously threatened or destroyed, seagrass meadows and mangroves have significantly reduced in size. Enormous collections of human litter are accumulating in at least three ocean gyres, slowly poisoning marine creatures.

We are seeing summer melting of permafrost – areas of our planet that have remained frozen for millennia – and our polar ice caps have become less stable. Extreme weather events are becoming more common and millions more people have been affected.

Meanwhile – just 3 percent of the world's water is fresh – and human access to sources of non-polluted water is becoming more contentious. Will we see Water Wars in our future?

ACTIVITIES:

- Pitch your story
- Where to look for story ideas
- The Pitch is in: What now?

Week 10: 7-Apr-20

Field Trip: SIMS – Ferry from Circular Quay

Required field trip/excursion: SIMS – Dress for a hike – sunscreen, walking shoes. Students will meet at Circular Quay Ferry Wharf at 8:30 am and we will take a ferry to Taronga Zoo to meet our guide, then walk to the Sydney Institute of Marine Science.

Week 11: 14-Apr-20

Topic 10: Wilderness

Topic Seminar:

Forests are the lungs of our planet and store the largest amount of carbon after the oceans – yet they are disappearing at an alarming rate. The WWF estimates that we lose 12-15 million hectares of forest each year - the equivalent of 36 football fields a minute. Deforestation – where natural forest are cleared through logging or burning, to harvest timber or to clear land for agriculture, industry or housing – causes around 15 percent of annual greenhouse gas emissions. It also destroys soil through erosion – affecting our food – and removes an integral part of micro-climates, impacting on rainfall and water quality.

In Indonesia, the Burning Season wipes out thousands of hectares of rainforest every year so that palm oil plantations can provide cheap vegetable oil for a world that's hungry for fat.

The battle for the forest in Tasmania through environmental journalism is a fascinating insight into a very long-running conflict. Loggers versus greenies, greedy timber millers and compliant politicians, green-sympathising 'clicktavists' and hard-core activists. Journalist Anna Krien's book takes a hard look at both sides of the debate; meanwhile dedicated activist Miranda Gibson ran an effective media campaign from 60 metres above the forest floor in Tasmania. Today, the debate is out of the news – but logging continues.

Week 12: 21-Apr-20

Indigenous Australia and the Environment

Topic: Indigenous Australia and the Environment + STRUCTURING A FEATURE Story Workshop

READINGS:

COMPULSORY, Extra and Optional readings will be posted in NYU Classes.

Please ensure you complete the weekly quiz by the Monday before class, 6pm.

THEME:

Today we look at Indigenous Australia and the Environment – including some innovative approaches to environmental solutions. For indigenous Australians, Care of Country was a fundamental part of their daily life for at least 40,000 years before Europeans arrived. We now think humans contributed hugely to the massive change in Australia's landscape during that time - from thick rainforest populated by megafauna to today's dry desert. Now around one-eighth (or 15 percent) of Australia is subject to native title, administered by local Land Councils - and within indigenous communities, huge debate around land use has ensued. On one hand, judicious development – including mining – can lead to profitable returns, jobs and a future for young community members. On the other hand, many of these territories are at risk of environmental damage through mismanagement. Mining companies have treated indigenous lands poorly in the past and despite promises of jobs and infrastructure, many community members are deeply suspicious. This is the environment versus poverty, jobs

and equality argument that's writ across the world – and there's deep divisions in communities as to how to handle this.

Journalism Practice Lecture: Constructing a Feature – how to tie it all together

Week 13: 28-Apr-20

Soil and the Food we eat

Journalism Practice: Workshop

THEME:

The world has lost a third of its arable land due to erosion or pollution in the past 40 years; degraded and polluted soil has potentially disastrous consequences as populations rise and global demand for food soars.

Any society is only three square meals away from revolution, argued Dumas. (Monbiot suggests we're four hot meals away from anarchy.) There have been many predictions of mass starvation due to environmental failure. But history shows us that in times of great turmoil, famine happens. China's Great Famine, fifty years ago, killed 45 million people; around 1.5 million starved to death in the Siege of Leningrad in World War II, while the 1983 famine in Ethiopia killed around 400,000 people. A push towards biofuels will only exacerbate the problem of galloping climate change, rocketing fuel costs, mass soil erosion and water shortages.

Despite being able to hold the entire works of Shakespeare in the palm of our hand and talk to someone at the North Pole in seconds, we have forgotten how to feed ourselves. Anyone who has read Cormac McCarthy's eco-apocalyptic horror 'The Road' will cringe at the thought of how our societies will weather a 6 degree rise in temperature.

Why is food security discussed so little in our media? Are we really losing soil – and what can we do about it? Have we become dangerously complacent? Do you know how to grow tomatoes? How much space would it take to provide your family's food needs? How can / does journalism address these issues?

Journalism Practice Lecture: Final workshop – draft stories due THIS FRIDAY 5pm

ACTIVITIES: (Optional)

VOX POPS – Students will form groups of two and interview people in the street

- Vox Pops

Week 14: 5-May-20

Population and consumerism: the human challenge to our environment

Practice: Re-writing – editing your draft

READINGS:

COMPULSORY, Extra and Optional readings will be posted in NYU Classes.

Please ensure you complete the weekly quiz by the Monday before class, 6pm.

THEME:

In 2011 (or 2012, depending on who you ask) the world's population reached 7 billion. That's a staggering number of people – and many predict that we will reach 9 billion within three decades. There's no doubt the world's population is growing; but it is growing slower, and is declining in rich countries. But rich countries are the ones that consume and throw away ever increasing amounts of stuff.

There's strong evidence to back the argument that increasing wealth leads to reduced family sizes. But as a country or a family's wealth grows – so does their consumption. Will falling population have any impact on the environment? Or will rising wealth equate to more and more consumption, making the planet suffer more? Our core reading, by Arundhati Roy, looks at the issues of overconsumption in India, while others address the issues of population in Australia and beyond.

Journalism Practice Lecture:

Your final assessable item is due this week. We will discuss this task in class.

Week 15: 11-May-20

Sixth Wave Solutions: Technology, Collaboration and Conservation – and Environmental Journalism

READINGS:

COMPULSORY, Extra and Optional readings will be posted in NYU Classes.

Please ensure you complete the weekly quiz by Monday before class, 6pm.

THEME:

Are we entering a 'Sixth Wave' of innovation as resources get scarce? What solutions are there for the crises we face? Can technology even begin to address the environmental issues we have created? Will the Anthropocene be the death of us? Our core reading looks at some of the ways we will find solutions to environmental crises. We will reflect on the role that journalism plays in this future, and where it needs to go next.

ACTIVITY:

You will be encouraged to submit your final story for publication today.

Course Policies

Submission of Work

Assignments (excluding in-class presentations and exams) must be submitted electronically via NYU Classes. It is the student's responsibility to confirm that the work has been successfully uploaded. In the unlikely event that a submission to Classes fails, students must immediately submit the work to their instructor as well as the Academic Programs Coordinator via email before the original submission deadline accompanied by an explanation of the issue. Please note that the work will not be graded until it is uploaded to NYU Classes. All in-class presentations and exams must be completed during the scheduled class time. An assessment component is considered completed when the student has met all the terms for that assessment component as outlined by the instructor.

All written assignments must be submitted at the due date and time outlined in the syllabus. An assessment component receives a penalty of 2 points on the 100-point scale (for the assignment) for each day the work is late (including weekend days) up to a maximum of 10 points. If the work is completed beyond five days after the due date, it receives a mark of zero, and the student is not entitled to feedback for that piece of work. Because failure to submit or fulfil any required assessment component will result in failure of the course, it is crucial for students to complete every assignment even when it will receive a mark of zero.

Extensions

Any request for approval to submit an assignment after the due date must be received by the instructor, in writing, prior to the due date. The request must include evidence of work in progress before an extension is considered. If an extension is granted and the work is submitted by the agreed time, the late penalty will be waived. If an extension is granted and a student fails to submit within the agreed time, the late penalty will apply from the original due date of the assignment. Students will not be granted an extension because of workload commitments in other classes: assignment deadlines are available to students from the beginning of semester.

Plagiarism Policy

The academic standards of New York University apply to all coursework at NYU Sydney. NYU Sydney policies are in accordance with New York University's plagiarism policy. The presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

It is a serious academic offense to use the work of others (written, printed or in any other form) without acknowledgement. Cases of plagiarism are not dealt with by your instructor. They are referred to the Director, who will determine the appropriate penalty (up to and including failure in the course as a whole) taking into account the codes of conduct and academic standards for NYU's various schools and colleges.

Attendance Policy

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active

participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. Students are responsible for making up any work missed due to absence.

To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students' semester grades. The class roster will be marked at the beginning of class and anyone who arrives after this time will be considered absent. Students are expected to be present for the duration of the session: anyone leaving class early will also be considered absent. This attendance policy also applies for classes involving a field trip or other off-campus visits. It is the student's responsibility to arrive at the agreed meeting point on time. If you are travelling on a weekend, or during the break, you must plan to return to Sydney the day prior to your next class. No excused absences will be given to students who miss class on the same day that they return from a trip, even when this is due to circumstances outside of the student's control (such as a delayed flight).

For courses that meet once a week, one unexcused absence will be penalised by a two percent deduction from the student's final course grade. For courses that meet two or more times a week, the same penalty will apply to two unexcused absences. Repeated absences in a course may result in failure.

Faculty cannot excuse an absence. Requests for absences to be excused must be directed to the Academic Programs Coordinator. Students must provide appropriate documentation for their absence. In the case of illness, students must contact the Academic Programs Coordinator on the day of absence. They must provide medical documentation to the Academic Programs Coordinator within three days of the absence in order to be medically excused. The note must be obtained from a medical professional licensed to practise in Australia. The note must include a medical judgement indicating that the student was unfit to attend class/work on the specific day or dates of the absence. Faculty will be informed of excused absences by the Academic Programs Staff.

Religious Observance

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Academic Programs Coordinator in writing via email one week in advance before being absent for this purpose.

Classroom Expectations

This is a seminar subject and requires the active participation of all students. It also requires engaged discussion, including listening to and respecting other points of view. Your behaviour in class should respect your classmates' desire to learn. It is important for you to focus your full attention on the class, for the entire class period. In all classes we expect that students will follow the common classroom expectations outlined here in order to support constructive and effective classroom experience.

- Arrive to class on time.

- Once you are in class, you are expected to stay until class ends. Leaving to make or take phone calls, to meet with classmates, or to go to an interview, is not acceptable behaviour.
- Phones, digital music players, and any other communications or sound devices are not to be used during class. That means no phone calls, no texting, no social media, no email, and no internet browsing at any time during class.
- Laptop computers and tablets are not to be used during class except in rare instances for specific class-related activity expressly approved by your instructor.
- The only material you should be reading in class is material assigned for that class. Reading anything else, such as newspapers or magazines, or doing work from another class, is not acceptable.
- Class may not be recorded in any fashion – audio, video, or otherwise – without permission in writing from the instructor.
- Be mindful of the space you take up in class and make space for others.
- Listen actively and be engaged and present when others are speaking.
- Do not use profanities in class discussion (they may still occasionally appear in course readings and assignments where considered appropriate)
- Criticise ideas, not people (groups and individuals).
- Use 'I' statements when giving opinions. Don't try to speak for any group with which you identify.

You will be advised if there are additions to these common procedures for participation in this class.

Inclusion, Diversity, Belonging and Equity

NYU is committed to building a culture that respects and embraces diversity, inclusion, and equity, believing that these values – in all their facets – are, as President Andrew Hamilton has said, "...not only important to cherish for their own sake, but because they are also vital for advancing knowledge, sparking innovation, and creating sustainable communities." At NYU Sydney we are committed to creating a learning environment that:

- fosters intellectual inquiry, research, and artistic practices that respectfully and rigorously take account of a wide range of opinions, perspectives, and experiences; and
- promotes an inclusive community in which diversity is valued and every member feels they have a rightful place, is welcome and respected, and is supported in their endeavours.

Provisions to Students with Disabilities

Students with disabilities who believe that they may need accommodations in a class are encouraged to contact the Moses Centre for Students with Disabilities at (212) 998-4980 or mosescsd@nyu.edu as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Instructor Bio

Fran Molloy has taught Environmental Journalism at NYU Sydney since the campus opened in Fall 2012. She has also taught at UNSW, University of Technology Sydney, Southern Cross University and the NSW Writers Centre in media studies, cultural studies and history, as well as online, feature and news journalism since 2001. She holds a BA from the University of Sydney, a GCert Comm from Charles Sturt University, a Masters in Journalism from the University of Technology, Sydney, and a Diploma in Photography from Hammersmith College, London, UK. Beyond academia, Fran has worked as a freelance journalist for over two decades, writing for outlets including the ABC Online, BBC, Business Review Weekly, Green Lifestyle Magazine, Nature News, South China Morning Post, Sydney Morning Herald, SBS, Macquarie Lighthouse and many others. She's previously worked as staff journalist, producer and researcher for various newspapers, radio and TV outlets. Fran also contributes to various industry panels and conferences and regularly judges industry awards including the Walkley Award for Freelance Journalism. She is an elected Federal Councillor for the Media Entertainment and Arts Alliance and co-chair of the National Freelance Committee.