



# ENVG340

## Resource Management

S1 External 2015

*Department of Geography and Planning*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Convenor/lecturer

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W3A428

Lecturer

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### Credit points

3

### Prerequisites

39cp including (GEOS265(P) or ENV267(P) or GEOS267(P))

### Corequisites

### Co-badged status

ENVG603

### Unit description

This unit challenges students seeking careers in environmental management and planning to examine the social, political, economic and cultural consequences of resource management decisions. Using local, international and global case studies, many drawing on the experiences of Indigenous peoples, this unit offers students new ways of seeing resource management systems, new ways of thinking about the geopolitics of resources, and a range of practical skills and applied examples. It requires students to engage with ethical and practical questions, and deals with institutional decision making and social theory relevant to environmental management and planning. Students have opportunities in this unit to pursue in depth, specific interests in particular resource conflicts.

## Important Academic Dates

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

## Learning Outcomes

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

Knowledge of contemporary resource management issues: demonstrate an understanding of the context, complexity and impacts of contemporary resource management issues.

Conceptual tools to respond to resource management geopolitics: application of a range of conceptual tools to enable you to think about and respond to the geographical politics of resource management in a rapidly changing world, including an understanding of a relational framework for thinking and a multicultural literacy for engaging with landscapes.

Critical awareness of and skills in human geography: demonstrate critical awareness of and skills in the discipline of human geography in relation to resource management, including key concepts of place, space-time, environment, culture and scale as well as the use of case studies as a research method.

See issues from a number of perspectives: examine resource management from a number of perspectives and vantage points, and reflect critically on the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.

Understand the relevance of social justice, values and ethical issues for resource management: identify, think carefully and reflect critically about issues of social justice and demonstrate an understanding of why values and ethical issues are important for resource management.

Challenge you personally by turning your world upside down: an ability to reflect on your own thinking and utilise your active learning experience to gain new understandings of knowledge, power and expertise.

## General Assessment Information

All students must submit their assignments through the appropriate Turnitin link provided on iLearn.

### Late penalties

Late assignment will be accepted up to 7 days after the submission deadline. Please note that the penalty for late submission of assignments is 1 mark per day out of the total possible marks that assignment is worth (i.e. if the assignment is worth 25% you will lose 1 mark per day out of a possible 25 marks; if the assignment is worth 40% you will lose 1 mark per day out of a possible 40 marks). The late penalty will be calculated from the due date and time listed. This penalty will be applied unless you are granted an extension by Sandie and provide appropriate supporting

documentation. Please talk to (or email) Sandie about any circumstances that affect your assignments before the due date.

### Grading and appeal

Each assignment will be marked and commented upon before return to you. The mark will be in the form of a graded letter as shown on the table below and as consistent with University policy. If you are uncertain or unhappy with any aspect of your comments or results please contact myself or your tutor as soon as possible to discuss it. You may appeal your result in any assignment.

% equivalent	Graded letter	Meaning
	F <49	Fail
	P 50-64	Pass
	Cr 65-74	Credit
	D 75-84	Distinction
	HD 85-100	High Distinction

To successfully complete ENVG340 students must complete all the required assessment tasks and key to these tasks is effective research.

### Researching in ENVG340 - what is expected?

ENVG340 is an advanced Human Geography unit. You will be required to undertake rigorous research to complete the unit. This will involve skills in identifying, accessing and critically using information, and will generally be limited to use of secondary sources. You are required to adequately identify and list all and any sources you use in your work. You are expected to demonstrate an ability to search for material systematically, for example using the Library and internet databases effectively. You are also expected to browse journals relevant to your interests and topics (some examples of good journals to browse, or subscribe to their tables of contents, include: *Australian Geographer*, *Geographical Research*, *Journal of Environmental Management*, *GeoJournal*, *Society and Natural Resources*). You should also browse the books in relevant parts of the Library, use the mass media, follow-up listings in other researchers' bibliographies, and explore specialist libraries. All these strategies are part of the toolkit of a good researcher and you should develop good research habits now. Failure to demonstrate appropriate research skills in your assignments will incur its own penalty.

### Referencing material in ENVG340

In ENVG340 we prefer Harvard, in-text referencing but you may use others styles as long as you are consistent. If you need to provide references to non-conventional materials (videos; radio broadcasts; ephemera; information from the Internet) please ensure you follow conventions for your referencing style. There are numerous online sites outlining these conventions for you to follow.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Professional submission</u></a>	15%	26 March (Int); 2 Apr (Ext)
<a href="#"><u>Research essay</u></a>	40%	Monday 11 May 9am
<a href="#"><u>Review paper</u></a>	25%	Friday 12 June 9am
<a href="#"><u>Preparation and engagement</u></a>	20%	Throughout the semester

### Professional submission

Due: **26 March (Int); 2 Apr (Ext)**

Weighting: **15%**

You are required to write a public submission commenting on a particular proposal/strategy/guideline/agreement/policy etc.

On successful completion you will be able to:

- Knowledge of contemporary resource management issues: demonstrate an understanding of the context, complexity and impacts of contemporary resource management issues.
- Conceptual tools to respond to resource management geopolitics: application of a range of conceptual tools to enable you to think about and respond to the geographical politics of resource management in a rapidly changing world, including an understanding of a relational framework for thinking and a multicultural literacy for engaging with landscapes.
- Critical awareness of and skills in human geography: demonstrate critical awareness of and skills in the discipline of human geography in relation to resource management, including key concepts of place, space-time, environment, culture and scale as well as the use of case studies as a research method.
- See issues from a number of perspectives: examine resource management from a number of perspectives and vantage points, and reflect critically on the wider relevance of the experiences of Indigenous peoples to the field of professional resource

management.

- Understand the relevance of social justice, values and ethical issues for resource management: identify, think carefully and reflect critically about issues of social justice and demonstrate an understanding of why values and ethical issues are important for resource management.

## Research essay

Due: **Monday 11 May 9am**

Weighting: **40%**

You will choose from 5 topic areas and research a case study of interest to you, applying that case study to broader key issues in resource management.

On successful completion you will be able to:

- Knowledge of contemporary resource management issues: demonstrate an understanding of the context, complexity and impacts of contemporary resource management issues.
- Conceptual tools to respond to resource management geopolitics: application of a range of conceptual tools to enable you to think about and respond to the geographical politics of resource management in a rapidly changing world, including an understanding of a relational framework for thinking and a multicultural literacy for engaging with landscapes.
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## Review paper

Due: **Friday 12 June 9am**

Weighting: **25%**

This is a review paper of what you learnt in the unit. It is an opportunity to draw together your reflections upon the unit materials and apply this to your future practice.

On successful completion you will be able to:

- Knowledge of contemporary resource management issues: demonstrate an understanding of the context, complexity and impacts of contemporary resource management issues.
- Conceptual tools to respond to resource management geopolitics: application of a range of conceptual tools to enable you to think about and respond to the geographical politics of resource management in a rapidly changing world, including an understanding of a relational framework for thinking and a multicultural literacy for engaging with landscapes.
- Critical awareness of and skills in human geography: demonstrate critical awareness of and skills in the discipline of human geography in relation to resource management, including key concepts of place, space-time, environment, culture and scale as well as the use of case studies as a research method.
- See issues from a number of perspectives: examine resource management from a number of perspectives and vantage points, and reflect critically on the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.
- Understand the relevance of social justice, values and ethical issues for resource management: identify, think carefully and reflect critically about issues of social justice and demonstrate an understanding of why values and ethical issues are important for resource management.
- Challenge you personally by turning your world upside down: an ability to reflect on your own thinking and utilise your active learning experience to gain new understandings of knowledge, power and expertise.

## Preparation and engagement

Due: **Throughout the semester**

Weighting: **20%**

Your class preparation will be assessed through completion of Readiness Assessment Tasks. Your engagement will be assessment through your constructive participation in class activities.

On successful completion you will be able to:

- Knowledge of contemporary resource management issues: demonstrate an understanding of the context, complexity and impacts of contemporary resource management issues.
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## Delivery and Resources

### DELIVERY

ENVG340 is available in internal and external study modes.

In 2015, ENVG340 is being run as a *flipped classroom* – instead of a lecture-tutorial format we will run more engaged, student-directed and enquiry-based interactive sessions.

**Internals:** For internal students the unit will run as one 3 hour block Thursday 11am-2pm in W5C220. These will be interactive sessions and require attendance from all internal students as well as completion of all preparatory material and Readiness Assessment Tasks. Non-attendance at these sessions, poor preparation and participation will affect your overall engagement with the unit and also your grade for Assessment Task 4. You must contact Sandie ([sandie.suchet@mq.edu.au](mailto:sandie.suchet@mq.edu.au)) if you are unable to attend a session due to unavoidable circumstances, otherwise your grade will be affected.

**Externals:** Externals students must attend two compulsory on-campus sessions (March 7 and



March 28; 9am-5pm), complete all preparatory material and Readiness Assessment Tasks and participate in all online activities. Non-attendance at on-campus sessions, poor preparation and participation will affect your overall engagement with the unit and also your grade for Assessment Task 4. You must contact Sandie (sandie.suchet@mq.edu.au) if you are unable to attend a session due to unavoidable circumstances, otherwise your grade will be affected. Certain aspects of the program will be completed during the on-campus sessions, the rest of the program will be covered through guided on-line activities.

### Teaching and Learning Strategies and Workload Expectations

Undergraduate students are expected to commit at least 3 hours per week per credit point to their studies. Thus, in addition to attending weekly classes for 3 hours, students in ENVG340 are expected to complete appropriate preparation and Readiness Assessment tasks (3 hours per week) as well as assignment preparation (3 hours per week). **The total workload for this unit is a minimum of 9 hours per week throughout the semester** and we have worked hard to ensure the workload aligns with this. For external students the balance of face-to-face / preparation / assignment work per week is different due to the 2 intense on-campus sessions – however the total workload remains the same.

ENVG340 aims to be a challenging and stimulating unit that not only engages with and critiques resource management but also reflects on our role as potential environmental management ‘experts’ within that system. To achieve the unit aims of not only considering how environmental management systems have turned worlds upside down, but also to turn our own worlds upside, it is important that you *open yourself up to the challenge of the unit and put the required effort and energy into it through actively doing the necessary preparation, assignments and constructively engage with the flipped classroom activities.*

ENVG340 aims to offer you as many opportunities as possible to engage with your role as a student and potential professional resource manager through up-to-date material, case studies, hypotheticals, simulation exercises etc. Although ENVG340 focuses on the experiences of Indigenous people in class based activities, the unit encourages you to pursue specific personal interests – drawing these interests into class activities and importantly focusing on these topics for your assignments.

## **RESOURCES**

### Teaching used and required

All students must have access to iLearn. For classroom-based activities (3 hour internal sessions and on-campus sessions) it would be useful for student who have laptop computers to bring them to class (this will enable us to cut back on paper wastage). For those who can't we will supply hard copies of necessary materials.

### Required and recommended texts

#### **Required textbook:**

**Howitt, R. 2001 *Rethinking Resource Management: justice, sustainability and Indigenous peoples*, Routledge, London** is based on the ENVG340 teaching program and presents conceptual and case study material on unit themes from around the world. It includes detailed

bibliographies and guides for discussion. (approx. \$85.00).

**Preparation readings:**

Apart from the required text book, required readings for the unit are available through the Library's Multisearch function - [http://www.mq.edu.au/on\\_campus/library/](http://www.mq.edu.au/on_campus/library/). Click on the *Unit Readings* tab and enter ENVG340.

**Recommendations for further reading:** Based on your interests, you should consider some of these texts for your professional library:

**Altman, J and Kerins, S 2012 *People on country: vital landscapes, Indigenous futures*. The Federation Press, Sydney.** This fabulous collection of case studies challenges mainstream resource managers to engage with and appreciate the role that Indigenous people play in caring for Country in Australia. (approx. \$38.00).

**Burarrwanga, L., Ganambarr, R., Ganambarr- Stubbs, M., Ganambarr, B., Maymuru, D., Wright, S., Suchet-Pearson, S., and Lloyd, K. 2013 *Welcome to My Country*. Allen and Unwin, Melbourne.** This book is co-authored by an Indigenous and non-Indigenous team of authors. It draws you into life at Bawaka in northeast Arnhem Land in the Northern Territory and challenges you to look below the surface beauty of the Country to appreciate the connections, relationships and obligations that enable its on-going health and vitality. It also gives you an insight into the incredible lives and histories of the amazing people who live there. Copies are available in the Co-op Bookshop (royalties from the book go directly to the lead author Laklak Burarrwanga). (approx.. \$18.00).

**Burarrwanga, L.L., Maymuru, D, Ganambarr, R., Ganambarr, B., Wright, S., Suchet-Pearson, S. and Lloyd, K. 2008 *Weaving Lives Together at Bawaka, Northeast Arnhem Land*. Centre for Urban and Regional Studies University of Newcastle, Newcastle.** This book is also co-authored by 2 colleagues, 4 Indigenous women from north-east Arnhem Land and myself, and gives a small insight in the craft of weaving and the role it plays in the Yolngu cosmos. Copies are available in the Co-op Bookshop (money raised by the book goes directly to the tourism enterprise owned and run by the Burarrwanga family). (approx. \$25.00).

**Hay, I. 2012 *Communicating in Geography and the Environmental Sciences*, Oxford University Press, Melbourne (4th edition).** If you are studying other Human Geography units, you should consider purchasing this book as it is a very useful manual for work in this field. Copies will be available in the Co-op Bookshop.

**Rose, D.B. 1996 *Nourishing Terrains: Australian Aboriginal views of landscape and wilderness*, Australian Heritage Commission, Canberra.** This beautiful book draws on anthropologist Debbie Rose's deep understanding of Aboriginal cultural values and ecological vision to fashion one of the most compelling and accessible accounts of the basis for a respectful reconciliation of Australians yet published. Highly recommended as a foundation for the unit – and a wonderful present for people you want to help see things differently! This book is no longer in print but the text can be downloaded from

<http://www.environment.gov.au/heritage/ahc/publications/commission/books/pubs/nourishing-terrains.pdf>

**Weir, J. 2009 *Murray River Country: an ecological dialogue with traditional owners.***

**Aboriginal Studies Press, Canberra.** This is quite a brilliant book that explores the interplay of multiple perspectives on environmental and social change in Murray River Country. It offers a rich case study of how people, place, water and culture interact in contemporary Australia. Copies are available in the Co-op Bookshop. (approx. \$23.00)

## Unit Schedule

See the iLearn site.

## Policies and Procedures

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

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

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

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

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

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

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

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

## Student Code of Conduct

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

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

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

## Student Services and Support

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

## Student Enquiries

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

## IT Help

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

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

## Graduate Capabilities

### Creative and Innovative

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

This graduate capability is supported by:

### Learning outcomes

- See issues from a number of perspectives: examine resource management from a number of perspectives and vantage points, and reflect critically on the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.
- Challenge you personally by turning your world upside down: an ability to reflect on your own thinking and utilise your active learning experience to gain new understandings of knowledge, power and expertise.

### Assessment tasks

- Professional submission
- Research essay
- Review paper

- Preparation and engagement

## Capable of Professional and Personal Judgement and Initiative

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

This graduate capability is supported by:

### Learning outcomes

- Conceptual tools to respond to resource management geopolitics: application of a range of conceptual tools to enable you to think about and respond to the geographical politics of resource management in a rapidly changing world, including an understanding of a relational framework for thinking and a multicultural literacy for engaging with landscapes.
- Understand the relevance of social justice, values and ethical issues for resource management: identify, think carefully and reflect critically about issues of social justice and demonstrate an understanding of why values and ethical issues are important for resource management.
- Challenge you personally by turning your world upside down: an ability to reflect on your own thinking and utilise your active learning experience to gain new understandings of knowledge, power and expertise.

### Assessment tasks

- Professional submission
- Research essay
- Review paper
- Preparation and engagement

## Commitment to Continuous Learning

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

This graduate capability is supported by:

## Learning outcome

- Challenge you personally by turning your world upside down: an ability to reflect on your own thinking and utilise your active learning experience to gain new understandings of knowledge, power and expertise.

## Assessment tasks

- Review paper
- Preparation and engagement

## 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

- Knowledge of contemporary resource management issues: demonstrate an understanding of the context, complexity and impacts of contemporary resource management issues.
- Conceptual tools to respond to resource management geopolitics: application of a range of conceptual tools to enable you to think about and respond to the geographical politics of resource management in a rapidly changing world, including an understanding of a relational framework for thinking and a multicultural literacy for engaging with landscapes.
- Critical awareness of and skills in human geography: demonstrate critical awareness of and skills in the discipline of human geography in relation to resource management, including key concepts of place, space-time, environment, culture and scale as well as the use of case studies as a research method.
- See issues from a number of perspectives: examine resource management from a number of perspectives and vantage points, and reflect critically on the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.

## Assessment tasks

- Professional submission
- Research essay
- Review paper
- Preparation and engagement

## 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

- Knowledge of contemporary resource management issues: demonstrate an understanding of the context, complexity and impacts of contemporary resource management issues.
- Conceptual tools to respond to resource management geopolitics: application of a range of conceptual tools to enable you to think about and respond to the geographical politics of resource management in a rapidly changing world, including an understanding of a relational framework for thinking and a multicultural literacy for engaging with landscapes.
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- See issues from a number of perspectives: examine resource management from a number of perspectives and vantage points, and reflect critically on the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.

## Assessment tasks

- Professional submission
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## 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

- Knowledge of contemporary resource management issues: demonstrate an understanding of the context, complexity and impacts of contemporary resource management issues.
- Conceptual tools to respond to resource management geopolitics: application of a range of conceptual tools to enable you to think about and respond to the geographical politics of resource management in a rapidly changing world, including an understanding of a relational framework for thinking and a multicultural literacy for engaging with landscapes.
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### Assessment tasks

- Professional submission
- Research essay
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## 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

- Conceptual tools to respond to resource management geopolitics: application of a range



of conceptual tools to enable you to think about and respond to the geographical politics of resource management in a rapidly changing world, including an understanding of a relational framework for thinking and a multicultural literacy for engaging with landscapes.

- See issues from a number of perspectives: examine resource management from a number of perspectives and vantage points, and reflect critically on the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.

## **Assessment tasks**

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## **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**

- Knowledge of contemporary resource management issues: demonstrate an understanding of the context, complexity and impacts of contemporary resource management issues.
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- Understand the relevance of social justice, values and ethical issues for resource management: identify, think carefully and reflect critically about issues of social justice and demonstrate an understanding of why values and ethical issues are important for resource management.
- Challenge you personally by turning your world upside down: an ability to reflect on your own thinking and utilise your active learning experience to gain new understandings of knowledge, power and expertise.

## **Assessment tasks**

- Professional submission
- Research essay
- Review paper
- Preparation and engagement

## **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**

- Knowledge of contemporary resource management issues: demonstrate an understanding of the context, complexity and impacts of contemporary resource management issues.
- Conceptual tools to respond to resource management geopolitics: application of a range of conceptual tools to enable you to think about and respond to the geographical politics of resource management in a rapidly changing world, including an understanding of a relational framework for thinking and a multicultural literacy for engaging with landscapes.
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- Understand the relevance of social justice, values and ethical issues for resource management: identify, think carefully and reflect critically about issues of social justice and demonstrate an understanding of why values and ethical issues are important for resource management.
- Challenge you personally by turning your world upside down: an ability to reflect on your own thinking and utilise your active learning experience to gain new understandings of knowledge, power and expertise.

## **Assessment tasks**

- Professional submission
- Research essay
- Review paper
- Preparation and engagement

## **Changes from Previous Offering**

In 2015 ENVG340 is using a very different teaching approach. Instead of a lecture-tutorial format we are utilising a more engaged, student-directed and enquiry-based learning through a flipped classroom approach. This will rely on students completing all preparation and readiness assessment tasks and then contributing in an active and constructive manner to class exercises. We hope this will enable students to more effectively engage with unit materials; and to feel more comfortable with unit concepts. We also hope through decentring teacher-as-authority positioning, we will align the pedagogy of the unit with its core objective of decentring authority and knowledge production. Implementation of this approach will be carefully evaluated through research supported by a Macquarie University Learning and Teaching Delivery grant so we can improve future unit offerings, and contribute to the literature on flipped classrooms and our colleagues who are facing similar teaching challenges.