



Gelop831

International Agreements and the Environment

S2 Day 2017

Department of Geography and Planning

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Fiona Miller

fiona.miller@mq.edu.au

Contact via Email

W3A 426

By appointment

Credit points

4

Prerequisites

Admission to MEnvEd or MEnvMgt or MEnvStud or MSusDev or MEnvPlan or MDevCult or MIntRel or MEnv or MClimCh or GradDipEnv or GradCertSusDev or GradDipSusDev or GradDipSIA or GradCertSIA or GradDipIntRel or MDevStud or MSc in (Environmental Health or Remote Sensing and GIS)

Corequisites

Co-badged status

Unit description

This unit explores historical and contemporary approaches to international environment and development issues. Through a series of case studies, the unit investigates the consequences of discourses, agreements, events, actors, social movements and processes concerned with global environmental change. Students will gain an understanding of the significance of international processes in shaping uneven environmental and development outcomes, and will develop analytical, communication and negotiation skills appropriate to diverse contexts; students will also have the opportunity to participate in a role play. Some of the issues considered include climate change mitigation and adaptation, disasters and humanitarian crises, biodiversity conservation, deforestation, water and sanitation, and waste.

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:

1. An understanding of key processes associated with global environmental change and

their uneven consequences.

2. An ability to discuss and explain the history of international environmental and development issues.
3. An ability to critically evaluate the framing of and responses to international environmental issues at various scales.
4. Research skills related to investigating international environmental issues from multiple perspectives.
5. An ability to contribute to academic discussion and debate.
6. Written and oral communication and negotiation skills.

General Assessment Information

Assignment Submission

To successfully complete GEOP831 students must complete **all** assessment tasks. Failure to complete any single assessment task may result in failure of the unit. The final grade is based on the total mark accumulated from all four assessment tasks.

All students must keep a clean electronic copy of all assignments (preferably as a PDF) submitted for assessment. All assignments must be submitted via **Turnitin**. You will be able to access the result of the Turnitin scan and be able to review your assignments in light of this result. Not everything that Turnitin picks up as comparable to other work is plagiarised. Use this process constructively to ensure you are referencing correctly and effectively. Instructions for submitting assignment to Turnitin can be found at: http://mq.edu.au/iLearn/student_info/assignments.htm.

Late Penalties and Grading

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

Each assignment will be marked and commented upon before it is returned to you. The mark will be in the form of a graded letter and as consistent with University policy.

Further Guidance on Assessments

Rubrics and marking criteria for all assessments will be available on *iLearn*.

Assessment Tasks

Name	Weighting	Hurdle	Due
Issue Framing Paper	20%	No	20 August 2017

Name	Weighting	Hurdle	Due
<u>Tutorial Presentation & Paper</u>	30%	No	Weeks 4-13
<u>Research Essay</u>	40%	No	16 October & 5 November 2017
<u>Tutorial Participation</u>	10%	No	Weeks 1- 13

Issue Framing Paper

Due: **20 August 2017**

Weighting: **20%**

Drawing on the introductory readings for the unit, prepare a brief (1500 word) paper that discusses how different perspectives and power relations influence the framing of a key international event or agreement concerned with an environmental issue (e.g., deforestation, climate change, disasters, biodiversity conservation, ozone depletion, desertification, air pollution, water, marine conservation etc).

On successful completion you will be able to:

- 1. An understanding of key processes associated with global environmental change and their uneven consequences.
- 2. An ability to discuss and explain the history of international environmental and development issues.
- 3. An ability to critically evaluate the framing of and responses to international environmental issues at various scales.
- 6. Written and oral communication and negotiation skills.

Tutorial Presentation & Paper

Due: **Weeks 4-13**

Weighting: **30%**

Lead a discussion and write a reflective paper on a key thinker and reading from the field of international political ecology. Select one of the 'classic' texts in political ecology listed for each week. Provide a critical reading of the text, including a background on the author/s. Deliver a 15 minute tutorial presentation and lead a 30 minute discussion and/or class activity on key ideas generated by the reading. Following the tutorial, write a 1500 reflective paper on the thinker, their contribution, the reading and the class discussion, addressing the question: how has the author's ideas contributed to (or had the potential to contribute to) a rethinking of environment and development issues? The paper is due one week following the seminar (so if you present on Monday in Week 5, it is due at midnight on Sunday of Week 5).

On successful completion you will be able to:

- 1. An understanding of key processes associated with global environmental change and their uneven consequences.
- 4. Research skills related to investigating international environmental issues from multiple perspectives.
- 5. An ability to contribute to academic discussion and debate.
- 6. Written and oral communication and negotiation skills.

Research Essay

Due: **16 October & 5 November 2017**

Weighting: **40%**

Part A - Research Essay Preparatory Outline and Statement - Submit a draft outline of a case study, plus 5 references, in week 10 (16 October 2017) that addresses the essay question. In addition, submit a short reflective statement (max. one paragraph) indicating how you will apply feedback on the first two assessments in your essay (5% of the mark will be allocated to your outline and statement).

Part B - Research Essay - Identify a case study of an international environment issue and undertake research on that issue in order to address the question: how do the interests, values and power relations of different actors influence solutions to international environmental issues? (35% of the mark will be allocated to your essay).

On successful completion you will be able to:

- 1. An understanding of key processes associated with global environmental change and their uneven consequences.
- 2. An ability to discuss and explain the history of international environmental and development issues.
- 3. An ability to critically evaluate the framing of and responses to international environmental issues at various scales.
- 4. Research skills related to investigating international environmental issues from multiple perspectives.
- 6. Written and oral communication and negotiation skills.

Tutorial Participation

Due: **Weeks 1- 13**

Weighting: **10%**

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

On successful completion you will be able to:

- 5. An ability to contribute to academic discussion and debate.
- 6. Written and oral communication and negotiation skills.

Delivery and Resources

Weekly Classes and Reading

The classes will take place on **Monday mornings 9am – 12pm in E5A Tutorial room 140**. Students are expected to access the readings via the iLearn site and the Library MultiSearch facility and come prepared to class each week.

Workload Expectation

GEOP831 uses a combination of lecture and seminar style classes with a number of interactive and role-play based learning opportunities. It is expected that all students in the unit will both participate and contribute to classes, including completing the required readings and participating in classroom discussions. Students are expected to attend all classes.

The credit point value of a unit reflects the amount of work required. Each credit point roughly corresponds to about three hours per week (including class contact hours). GEOP831 is a 4 credit point unit, so you should therefore expect to spend about 12 hours each week on it. The expected hours per credit point per week is over the 15 weeks of the session - the 13 weeks of classes PLUS the two weeks of the mid-session recess. If you are unable to make this commitment to your study, then you should reconsider your decision to enrol – or reassess your priorities.

Technology Used and Required

GEOP831 provides all students with significant web-based support using *iLearn*, Macquarie University's learning management system. If you need help with *iLearn* please refer to http://www.mq.edu.au/iLearn/student_info/index.htm or contact the unit convenor as soon as possible. The unit website will be maintained regularly, providing you with copies of lecture PowerPoint slides and resources. Digital audio recordings of the lectures will be available via *Echo360* linked to the unit's *iLearn* site.

Unit Schedule

Week	Week Beginning	Lectures	Tutorials and Assessments
MODULE I – Scaling the Environment			
1	31/7	Introduction to the Unit: From sustainability to the Anthropocene	Self introductions
2	7/8	Framing Global Environmental Change	Mapping international actors activity <i>Discussion of Assessment Task 1</i>

3	14/8	Responding to Global Environmental Change	<u>*Assessment Task 1 due 20/8</u> <i>Discussion of Assessment Task 2</i>
MODULE II – Protect and Preserve			
4	21/8	Biodiversity and conservation	Student led discussion
5	28/8	Rivers	Role Play
6	4/9	Water	Student led discussion
MODULE III – Crisis and Disruption			
7	11/9	Disasters	Student led discussion
UNIVERSITY RECESS 18/9-2/10: NO CLASSES			
8	3/10	No lecture – Independent research	
9	9/10	Climate Change Mitigation	Student led discussion <i>Discussion of Assessment Task 3</i>
10	16/10	Climate Change Adaptation	Student led discussion <u>*Assessment Task 3 (Part A) due 16/10</u>
11	23/10	Displacement	Student led discussion
MODULE IV – Looking Forward			
12	30/10	Hope, degrowth and transformation	Student led discussion <u>*Assessment Task 3 (Part B) due 5/11</u>
13	6/11	Conclusion and review	No tutorial

Policies and Procedures

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

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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.a>

[u/policy/docs/complaint_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

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

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

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

Student Services and Support

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

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#).

The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- 3. An ability to critically evaluate the framing of and responses to international environmental issues at various scales.
- 5. An ability to contribute to academic discussion and debate.
- 6. Written and oral communication and negotiation skills.

Assessment tasks

- Tutorial Presentation & Paper
- Research Essay
- Tutorial Participation

PG - Discipline Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

- 1. An understanding of key processes associated with global environmental change and their uneven consequences.
- 2. An ability to discuss and explain the history of international environmental and development issues.
- 3. An ability to critically evaluate the framing of and responses to international environmental issues at various scales.
- 4. Research skills related to investigating international environmental issues from multiple perspectives.

Assessment tasks

- Issue Framing Paper

- Tutorial Presentation & Paper
- Research Essay
- Tutorial Participation

PG - Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

- 1. An understanding of key processes associated with global environmental change and their uneven consequences.
- 2. An ability to discuss and explain the history of international environmental and development issues.
- 3. An ability to critically evaluate the framing of and responses to international environmental issues at various scales.
- 4. Research skills related to investigating international environmental issues from multiple perspectives.
- 6. Written and oral communication and negotiation skills.

Assessment tasks

- Issue Framing Paper
- Tutorial Presentation & Paper
- Research Essay
- Tutorial Participation

PG - Research and Problem Solving Capability

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

This graduate capability is supported by:

Learning outcomes

- 1. An understanding of key processes associated with global environmental change and their uneven consequences.

- 4. Research skills related to investigating international environmental issues from multiple perspectives.
- 5. An ability to contribute to academic discussion and debate.

Assessment tasks

- Tutorial Presentation & Paper
- Research Essay

PG - Effective Communication

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

This graduate capability is supported by:

Learning outcomes

- 5. An ability to contribute to academic discussion and debate.
- 6. Written and oral communication and negotiation skills.

Assessment tasks

- Issue Framing Paper
- Tutorial Presentation & Paper
- Research Essay
- Tutorial Participation

PG - Engaged and Responsible, Active and Ethical Citizens

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

This graduate capability is supported by:

Learning outcomes

- 1. An understanding of key processes associated with global environmental change and their uneven consequences.
- 2. An ability to discuss and explain the history of international environmental and development issues.
- 3. An ability to critically evaluate the framing of and responses to international

environmental issues at various scales.

- 5. An ability to contribute to academic discussion and debate.

Assessment tasks

- Research Essay
- Tutorial Participation

Changes from Previous Offering

This unit has been totally redesigned this year with new content, assessments, readings and teaching staff.