



# ENVG340

## Resource Management

S1 External 2014

*Dept of Environment & Geography*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Sandie Suchet-Pearson

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E7A 612

Mons and Thurs 10-12; email for appointment

Lecturer and tutor

Jessica McLean

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Credit points

3

Prerequisites

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

Corequisites

Co-badged status

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:

To equip you with a practical knowledge and understanding of the context, complexity and impacts of contemporary resource management issues.

To provide 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.

To develop 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.

To challenge you personally by turning your world upside down in ways that encourage you to see issues from a number of perspectives and vantage points, including an ability to understand the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.

To equip you with the ability to think about issues of social justice and an understanding of why values and ethical issues are important for resource management.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Professional Submission</u></a>	20%	3 April (Int) 10 April (Ext)
<a href="#"><u>Research Essay</u></a>	40%	15 May
<a href="#"><u>Review Paper</u></a>	25%	19 June
<a href="#"><u>Tutorial reading &amp; engagement</u></a>	15%	Throughout semester

### Professional Submission

Due: **3 April (Int) 10 April (Ext)**

Weighting: **20%**

See detailed assessment task information on iLearn.

On successful completion you will be able to:

- To equip you with a practical knowledge and understanding of the context, complexity and impacts of contemporary resource management issues.
- To provide 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.

- To challenge you personally by turning your world upside down in ways that encourage you to see issues from a number of perspectives and vantage points, including an ability to understand the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.
- To equip you with the ability to think about issues of social justice and an understanding of why values and ethical issues are important for resource management.

## Research Essay

Due: **15 May**

Weighting: **40%**

See detailed assessment task information on iLearn.

On successful completion you will be able to:

- To equip you with a practical knowledge and understanding of the context, complexity and impacts of contemporary resource management issues.
- To provide 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.
- To develop 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.
- To challenge you personally by turning your world upside down in ways that encourage you to see issues from a number of perspectives and vantage points, including an ability to understand the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.
- To equip you with the ability to think about issues of social justice and an understanding of why values and ethical issues are important for resource management.

## Review Paper

Due: **19 June**

Weighting: **25%**

See detailed assessment task information on iLearn.

On successful completion you will be able to:

- To equip you with a practical knowledge and understanding of the context, complexity and impacts of contemporary resource management issues.
- To provide 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.
- To develop 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.
- To challenge you personally by turning your world upside down in ways that encourage you to see issues from a number of perspectives and vantage points, including an ability to understand the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.
- To equip you with the ability to think about issues of social justice and an understanding of why values and ethical issues are important for resource management.

## Tutorial reading & engagement

Due: **Throughout semester**

Weighting: **15%**

See detailed assessment task information on iLearn.

On successful completion you will be able to:

- To equip you with a practical knowledge and understanding of the context, complexity and impacts of contemporary resource management issues.
- To provide 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.
- To develop 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.
- To challenge you personally by turning your world upside down in ways that encourage you to see issues from a number of perspectives and vantage points, including an ability to understand the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.
- To equip you with the ability to think about issues of social justice and an understanding

of why values and ethical issues are important for resource management.

## Delivery and Resources

### Study Modes

ENVG340 is available in internal and external study modes.

**Internal:** The unit will run as a lecture series (2 x 1 hour lectures weekly), and a tutorial program (1 x 1 hour tutorial weekly). Please note that all students can also listen to or download digital audio recordings of lectures through Echo360 Lecture Recordings although it is preferable for you to come to lectures, especially as we try to encourage interactive discussions:

Lectures	Tutorials
Monday 1pm-2pm (E7B264)	Wednesday 10am-11am (C4A401)
Thursday 1pm-2pm (E7B264)	Wednesday 12noon-1pm (E5A140)
	Wednesday 1pm-2pm (E8A341)

**External:** The tutorial program will be fully covered during the on-campus session (April 5) and online tutorials. Please note externals must read all the necessary preparatory readings prior to the on-campus session for it to be successful. Students will be allocated specific papers prior to the on-campus session.

**Attendance** at tutorials (internal students) and the on-campus session (external students) is compulsory and is associated with assessment task 4. Non-attendance will affect your grade. Please contact myself or your tutor if you are unable to attend due to unavoidable circumstances.

***Information regarding the tutorial program can be found in a separate file on ilearn.***

### Teaching and Learning Strategies and Workload Expectations

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 tasks. I expect you to be motivated in relation to a unit that is demanding yet rewarding.

ENVG340 considers the role of universities and education in environmental management systems and actively embeds your learning as students within the wider context of the 'real world'. It 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. I expect you to draw on and share your experiences, expertise, aspirations and passions not only for your assignments but also for class (and iLearn)

discussions and exercises.

The intention of ENVG340 is to allow you to pursue specific personal interests in the topics covered, while also providing you with sound principles for working in the field. One thing that you should bear in mind, therefore, is that the unit assumes that you do have some personal interests that you want to pursue through unit-based research exercises. The importance of these matters should not be underestimated as you do this unit, because many of you will find that it is not quite what you assumed would be covered in a unit with the title "Resource Management". In other words, I expect you to put the effort in to developing a sense of where the unit is going, and how it is getting there, in order to understand why you are challenged to tackle conceptual as well as empirical information.

It is expected that undergraduate students will commit at least 3 hours per week per credit point in their studies. Thus, in addition to attending weekly classes for 3 hours, students in ENVG340 are expected to complete appropriate reading, research and other activities equivalent to at least 9 hours per week. Thus the total workload for this unit should be considered as a minimum of 9 hours per week throughout the semester.

### Technology Used and Required

ENVG340 provides all students with web-based support using iLearn. If you need help with iLearn please contact Sandie as soon as possible. The unit website will be maintained regularly, providing you with copies of lecture PowerPoint slides either before, or as soon as possible, after each lecture.

### 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).

**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)

**e-Reserve:** Required and optional readings for the unit are available through e-Reserve (<http://www.lib.mq.edu.au/>).

### **Changes to 2013 offering**

Assignment 4 has been slightly altered to encourage students to engage more productively with tutorial activities and readings. Special attention has been given to the external student experience and to finding the right balance in delivering the tutorial program through the on-campus day and online tutorials.

### **On-campus session: external students**

A compulsory on-campus session will be held for all external students on Saturday April 5 from 9am to 5pm. Details of location and a program will be available later via iLearn.

## **Unit Schedule**

See Schedule on iLearn

## **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/)

## 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.

## 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

### 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

- To develop 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.
- To challenge you personally by turning your world upside down in ways that encourage you to see issues from a number of perspectives and vantage points, including an ability to understand the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.
- To equip you with the ability to think about issues of social justice and an understanding of why values and ethical issues are important for resource management.

#### Assessment tasks

- Professional Submission
- Review Paper

## Commitment to Continuous Learning

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

This graduate capability is supported by:

### Assessment task

- Review Paper

## 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

- To provide 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.
- To develop 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.

### Assessment tasks

- Professional Submission
- Research Essay
- Review Paper
- Tutorial reading & 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**

- To equip you with a practical knowledge and understanding of the context, complexity and impacts of contemporary resource management issues.
- To provide 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.
- To develop 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.
- To challenge you personally by turning your world upside down in ways that encourage you to see issues from a number of perspectives and vantage points, including an ability to understand the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.

## **Assessment tasks**

- Professional Submission
- Research Essay
- Review Paper
- Tutorial reading & engagement

## **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**

- To equip you with a practical knowledge and understanding of the context, complexity and impacts of contemporary resource management issues.
- To provide 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.

- To develop 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.
- To challenge you personally by turning your world upside down in ways that encourage you to see issues from a number of perspectives and vantage points, including an ability to understand the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.

## **Assessment tasks**

- Research Essay
- Tutorial reading & engagement

## **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**

- To develop 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.
- To challenge you personally by turning your world upside down in ways that encourage you to see issues from a number of perspectives and vantage points, including an ability to understand the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.

## **Assessment tasks**

- Review Paper
- Tutorial reading & engagement

## **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**

- To develop 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.
- To challenge you personally by turning your world upside down in ways that encourage you to see issues from a number of perspectives and vantage points, including an ability to understand the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.

## **Assessment tasks**

- Professional Submission
- Research Essay
- Review Paper
- Tutorial reading & engagement

## **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**

- To equip you with a practical knowledge and understanding of the context, complexity and impacts of contemporary resource management issues.
- To provide 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.
- To develop 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.
- To challenge you personally by turning your world upside down in ways that encourage you to see issues from a number of perspectives and vantage points, including an ability

to understand the wider relevance of the experiences of Indigenous peoples to the field of professional resource management.

- To equip you with the ability to think about issues of social justice and an understanding of why values and ethical issues are important for resource management.

## **Assessment tasks**

- Professional Submission
- Research Essay
- Review Paper
- Tutorial reading & 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**

- To equip you with a practical knowledge and understanding of the context, complexity and impacts of contemporary resource management issues.
- To provide 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.
- To develop 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.
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- To equip you with the ability to think about issues of social justice and an understanding of why values and ethical issues are important for resource management.

## **Assessment tasks**

- Professional Submission
- Research Essay

- Review Paper
- Tutorial reading & engagement