



GGEOP604

Environment and Society

S2 External 2018

Department of Geography and Planning

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Co-Convenor

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Unit Co-Convenor

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Credit points

4

Prerequisites

Admission to MEnv or MEnvPlan or MPlan or GradDipEnv or GradCertEnv or MSusDev or GradDipSusDev or GradCertSusDev

Corequisites

Co-badged status

Unit description

This unit is for students from non-cognate disciplines interested in pursuing postgraduate research in environment and sustainability. These units introduce students to core environmental concepts and topics by enabling them to participate in selected undergraduate units. This unit explores human impacts, attitudes and relationships with the environment. The unit is accessible for students with a broad range of backgrounds, and develops foundational knowledge and skills relating to environment and sustainability in order to facilitate higher level studies.

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:

Understand the mutually shaping forces of societies and ecologies in producing environmental dilemmas

Understand some of the main historical and contemporary contexts of environmental issues in Australia and their connection to global events and perspectives

Identify, and critically examine, key environmental issues

Be prepared and able to respond to diverse perspectives and approaches to environments, societies and sustainability

Understand and evaluate advanced concepts and academic texts

Assess, sort, and synthesise information in oral presentations, small group discussions, and written work

Be able to critically evaluate management options for addressing environmental, social and sustainability challenges

General Assessment Information

SUBMISSION REQUIREMENTS

All assignments are to be submitted via Turnitin, the university online submission and marking system - found as a link in iLearn. Turnitin includes Grademark, a paperless grading system where your assignments are marked by staff online. Submissions are also checked for plagiarism by Turnitin. Turnitin automatically compares your work to the work of your classmates, previous students and material available on the internet. Hard copies of assignments are no longer accepted and will not be marked.

For more information on Turnitin and Grademark:

http://mq.edu.au/iLearn/student_info/assignments.htm

DEADLINES, EXTENSIONS AND PENALTIES

Deadlines set for assignment submissions will not be altered except in exceptional circumstances. In all cases, extensions must be applied for before the due date and must be supported with appropriate documentation (medical certificate, counsellor's certificate, statutory declaration). Where an unavoidable situation warrants an extension, you may also wish to consider applying for special consideration. See the **Special Consideration Policy** <https://students.mq.edu.au/study/my-study-program/special-consideration> . All extensions must be applied for and granted through the special consideration process.

Extensions will not be granted in cases of poor time management. Only the Unit Convenor can authorise extensions. Late submissions will not be accepted once marked assignments have been returned unless otherwise approved by the Unit Convenor.

Unless a Special Consideration request- has been submitted and approved, (a) a penalty for lateness will apply- two (2) marks out of 100 will be deducted per day for assignments submitted after the due date - and (b) no assignment will be accepted seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for *timed assessments* - e.g. quizzes, online tests.

Students who fail to complete and submit ALL assignments for the Unit WILL FAIL THE UNIT (i.e. all assessment tasks must be completed as a minimum prerequisite to pass the Unit). Penalties will also be incurred for plagiarism, that is, the use of another persons' work and presentation as your own (see University Policies and http://www.mq.edu.au/policy/docs/academic_honesty/policy.html).

GRADING

Each assignment will be marked, commented upon and returned to you via Turnitin and Grademark. Grading is conducted in line with the universities grading policy (<http://www.mq.edu.au/policy/docs/grading/policy.html>)

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Tutorial Participation</u>	10%	No	Weeks 2 - 12 tutorial sessions
<u>Essay outline</u>	5%	No	5pm, Friday 24 August 2018
<u>Literature Review Essay</u>	35%	No	5pm, Monday 1 October 2018
<u>Oral Presentation</u>	10%	No	Weeks 10-12 tutorial sessions
<u>Final Exam</u>	40%	No	5pm, Friday 9 Nov 2018

Tutorial Participation

Due: **Weeks 2 - 12 tutorial sessions**

Weighting: **10%**

Task: Participate in weekly tutorial discussions online, read the assigned readings and post the summary of one reading if requested

Attendance will be recorded for all tutorial discussion weeks. If you attend less than 80% of the tutorial discussion weeks marks will be deducted. For each week's tutorial you need to read the two assigned readings, which are the basis of online group discussions and other tutorial activities. The readings will be posted on the Unit's iLean site. Be prepared to post a summary of each of them to the weekly discussion online forum if called on by the tutor. In the beginning of each week's tutorial, two students will be selected randomly to post a brief summary of one of the assigned readings and to facilitate the online discussion. Your performance will be assessed using a simple marking sheet that indicates the strength of your contributions. All students will be expected to participate in the discussion of the readings.

Tutorial participation includes actively participating in the online tutorial sessions in weeks 10-12 and responding to your classmates' summary readings, asking them questions about their summaries and presenting your own thoughts about the readings.

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- Understand and evaluate advanced concepts and academic texts
- Assess, sort, and synthesise information in oral presentations, small group discussions, and written work

Essay outline

Due: **5pm, Friday 24 August 2018**

Weighting: **5%**

Word length: **300 words** (excluding references)

This task relates to the Essay task (see below). A small selection of essay topics will be posted on iLearn in the first week of the teaching session. Choose an essay topic and write a proposed outline of a full length essay, including the main argument(s). This outline must be fully referenced. You must refer to at least four academic journal articles and include a bibliography with full citation details.

Choose your topic carefully as this will be the same topic for your full length essay. Only in exceptional circumstances will students be allowed to change topics for their full length essays.

Submission requirements:

Submit via iLearn using the Turnitin link. Penalties will apply in case of late submissions.

Style: written prose (minimise use of dot points), no less than 1.5 line spacing and no smaller than 11pt font.

References: ensure you reference your work. See: http://www.students.mq.edu.au/support/learning_skills/undergraduate/academic_skills_quick_guides/

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Literature Review Essay

Due: **5pm, Monday 1 October 2018**

Weighting: **35%**

Word length: **3,000 words** (excluding references)

This task relates to the Essay outline (see above). Taking into consideration the feedback you received on your essay outline, write a full-length literature review essay on the same topic. Only in exceptional circumstances will students be allowed to change topics from the one they selected for the Essay outline task.

Further information on presentation of written assignments and hints on essay preparation will be provided on the unit's iLearn site. Essays must be written in light of the Assessment Standards. Late essays attract a penalty of two (2) marks out of 100 per day after the due date. No assignment will be accepted seven (7) days (including weekends) after the original submission deadline. Please note that all assessment items must be completed in order to pass the Unit.

Submissions requirements:

Submit via iLearn in "Word" format using the Turnitin link. Versions submitted as ".pdf" will be returned to the student and late penalties may apply.

Style: essay, no less than 1.5 line spacing and no smaller than 11pt font. References: ensure you reference your work. See: http://www.students.mq.edu.au/support/learning_skills/undergraduate/academic_skills_quick_guides/

You are expected to use approximately 30 academic sources (for example, articles, chapters in edited collections and books).

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Oral Presentation

Due: **Weeks 10-12 tutorial sessions**

Weighting: **10%**

Length of presentation: 5 mins (podcast) presentation + written participation in Q&A

This is a reflective task. Choose an experience from your own life and relate it to key concepts from the tutorial readings. You must engage with at least three readings in depth. The readings could be selected across different tutorial weeks, they do not need to be from the same week. It is better to think about your reading selection in terms of concepts, or to illustrate a point in your discussion. Record your oral reflection (which **MUST** include analysis) and upload the podcast to your online tutorial discussion week (your presentation week will be assigned by your tutor). Presentations will be held in tutorials in weeks 10-12.

You can choose to focus on any experience but it must be relevant to the themes of the unit and illuminate the Unit's concepts and readings you discuss. Experiences might focus on, for instance: * An encounter (for example, with an animal) * A place (for example, a particular spot on the harbour) * A conversation (for example, that made you think differently) * An item or object (for example, a water bottle)

You will be assessed on your ability to summarise concepts and readings and to relate these to your chosen experience. Your mark will also reflect your capacity to answer questions raised by other students in the presentation week. Each external student **MUST** (if not presenting that week) post a brief response/question relating to the content of one of the presentations and the student with relevant presentation must address the query.

Your recorded presentation must: * be clear and concise * be reflective * relate to an experience from your own life * engage with key concepts from the tutorial readings (three readings in depth)

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Final Exam

Due: **5pm, Friday 9 Nov 2018**

Weighting: **40%**

The final (take home) exam will comprise 15 short answer questions and 1 essay.

The composition for the 2018 exam questions will be similar to the one of 2017 and 2016; however, it is a take home exam this year which is different from earlier years. Familiarity with the Unit's lecture materials is a key to pass this take home exam.

The take home exam questions will be made available through ilearn site at 12pm on 2 November Friday and the submission is due at 5pm on 9 November Friday.

Specific instructions will be made available on iLearn site. The tips for preparing the exam and specific instructions will be discussed at length in week 13 lecture.

Submissions requirements:

Submit via iLearn in "Word" format using the Turnitin link. Versions submitted as ".pdf" will be returned to the student and late penalties may apply.

Style: Clearly indicate the question numbers you are answering, the texts should be no less than 1.5 line spacing and no smaller than 11pt font.

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Delivery and Resources

Technology

This unit is available in both internal and external study modes.

GEOP200 has a website which is accessible via www.mq.edu.au/iLearn. Here you can get access to unit materials, copies of lecture slides, notices and a general discussion place to pose questions to staff.

Students are not required to acquire any technology for this unit but are expected to access the iLearn site and to use computers to produce their assignments.

Lecture and tutorials

This unit will run as a lecture series (2 x 1hour lectures weekly), and a tutorial program (1 session weekly). **Please note that all students can also listen to or download digital audio recordings of lectures on iLearn through Echo360. Copies of lecture slides will also be made available through iLearn.**

Please see the university timetable for tutorial times and locations at <https://timetables.mq.edu.au/2018/>

Attendance in 'online' tutorials is compulsory for externally enrolled students. You will be participating weekly. In weeks 2-9 randomly chosen students will be leading class discussions. It is therefore essential that all enrolled students are prepared (by having done the readings) and ready to participate in the tutorial program. Students will also be assigned in weeks 10-12 to present their podcast as part of the oral presentation and provide written response to classmate's questions. Your weekly attendance in online tutorials will be recorded. Attendance is demonstrated by making one substantive post to each of the weekly online tutorial discussions in iLearn. Prolonged silences will be treated as non-attendance. **You are required to submit a disruption to studies to cover any prolonged absences. Please note that iLearn does track online activity - so logging in at the end of the semester and doing all your posts in one session will not work.**

Unit Schedule

Week	Date	Lecture Schedule (subject to change)	Tutorial	Assessments
1	2 Aug	Welcome (AA) 1. Environment and Society I 2. Environment and Society II	<i>No tutorials</i>	
		Part 1: Commodities and globalisation		
2	9 Aug	3. Attitude to the environment (guest lecture: Dr. Andrew McGregor) 4. Resources and 'resourcification'	Values and resources	
3	16 Aug	5. Political ecology of Australian cities I (guest lecture: Dr. Donna Houston) 6. Political ecology of cities II	Cities, ecology and politics	

4	23 Aug	7. Circulations I 8. Circulations II	Power and movement	Essay outline due (5%): 5pm, Friday 24 August
5	30 Aug	9. Circulations III 10. Place and production	Politics, place and production	
Part 2: Social movements and values				
6	6 Sept	11. Introduced species in Australian history 12. Species protection and eradication	Protection and eradication	
7	13 Sept	13. Urban metabolisms I 14. Urban metabolisms II	Essay preparation	
Mid-session break: 17 - 30 September				Essay due (35%): 5pm, Monday 1 October
8	4 Oct	15. Climate migration and disasters I 16. Climate migration and disasters II	Climate change, migration and disaster	
9	11 Oct	17. Protected areas 18. Conservation, biodiversity and international agreements	Politics of protected areas	
Part 3: Emergent pathways				
10	18 Oct	19. Indigenous peoples, justice, and climate change I 20. Indigenous peoples, justice, and climate change II	Student presentations	Oral presentation (10%): weeks 10-12
11	25 Oct	21. Water and sustainability: a Sydney perspective (guest lecture: Louise Roberts, Sydney Water) 22. Water and society	Student presentations	
12	1 Nov	23. Alternative economies and Degrowth 24. Exam preparation	Student presentations	Take home exam (40%)- Exam questions available 12pm on 2 November Friday
13	8 Nov	25. Exam preparation 26. Unit Wrap-up	<i>No Tutorials</i>	Take home exam (40%)- due 5pm on 9 November Friday

Learning and Teaching Activities

Alignment with objectives

The overall Unit Objectives are: 1. to provide an overview of the influences, factors and perspectives that have to be considered in relation to environment and society; 2. to describe major environmental issues, discuss causes and possible future pathways. The lectures are supplemented by a series of participatory small-group tutorials – tutorial topics are co-ordinated and allied to the lecture subjects for that week. In addition, a 300 word essay outline is due in week 4 and then a 3000 word essay (on one of several set subjects) is due at the end of the mid-session break. Students deliver a short oral presentation in the final weeks of the session. Key background theory is assessed by a short answer and essay in a final (take home) exam. The four types of progressive assessment are designed to spread the demands and to give all students flexibility and a fair opportunity to demonstrate knowledge and competence, while permitting benefit from particular interests or skills.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

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

Student Support

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

Learning Skills

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

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

Student Services and Support

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

Student Enquiries

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

IT Help

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

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

Graduate Capabilities

Creative and Innovative

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

This graduate capability is supported by:

Learning outcomes

- Understand the mutually shaping forces of societies and ecologies in producing environmental dilemmas
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- Be able to critically evaluate management options for addressing environmental, social and sustainability challenges

Assessment tasks

- Tutorial Participation
- Literature Review Essay
- Oral Presentation
- Final Exam

Learning and teaching activities

- The overall Unit Objectives are: 1. to provide an overview of the influences, factors and perspectives that have to be considered in relation to environment and society; 2. to describe major environmental issues, discuss causes and possible future pathways. The lectures are supplemented by a series of participatory small-group tutorials – tutorial topics are co-ordinated and allied to the lecture subjects for that week. In addition, a 300 word essay outline is due in week 4 and then a 3000 word essay (on one of several set subjects) is due at the end of the mid-session break. Students deliver a short oral presentation in the final weeks of the session. Key background theory is assessed by a short answer and essay in a final (take home) exam. The four types of progressive assessment are designed to spread the demands and to give all students flexibility and a fair opportunity to demonstrate knowledge and competence, while permitting benefit from particular interests or skills.

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.

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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 outcomes

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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.

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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.

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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.

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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

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- Final Exam

Learning and teaching activities

- The overall Unit Objectives are: 1. to provide an overview of the influences, factors and perspectives that have to be considered in relation to environment and society; 2. to describe major environmental issues, discuss causes and possible future pathways. The lectures are supplemented by a series of participatory small-group tutorials – tutorial topics are co-ordinated and allied to the lecture subjects for that week. In addition, a 300 word essay outline is due in week 4 and then a 3000 word essay (on one of several set subjects) is due at the end of the mid-session break. Students deliver a short oral presentation in the final weeks of the session. Key background theory is assessed by a short answer and essay in a final (take home) exam. The four types of progressive assessment are designed to spread the demands and to give all students flexibility and a fair opportunity to demonstrate knowledge and competence, while permitting benefit from particular interests or skills.

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

- Understand the mutually shaping forces of societies and ecologies in producing environmental dilemmas
- Understand some of the main historical and contemporary contexts of environmental issues in Australia and their connection to global events and perspectives
- Identify, and critically examine, key environmental issues
- Be prepared and able to respond to diverse perspectives and approaches to environments, societies and sustainability
- Assess, sort, and synthesise information in oral presentations, small group discussions, and written work
- Be able to critically evaluate management options for addressing environmental, social and sustainability challenges

Assessment tasks

- Tutorial Participation
- Literature Review Essay
- Oral Presentation

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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

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- Understand some of the main historical and contemporary contexts of environmental issues in Australia and their connection to global events and perspectives
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Changes from Previous Offering

The unit has not been offered externally in previous years. However, many apologies for any inconvenience caused by some changes of the final exam format, some lecture topics and tutorial readings to this Unit.

- The format of the final exam has been changed to take home exam to ensure more critical student engagement with the unit content with the flexibility of time and space.
- Changes in the lecture content and tutorial readings have been made in order to include contemporary cutting-edge theories and examples of environment and society, to offer a greater variety of skills as well as to cater for diverse ways of learning.