



FOAR7005

Research Theme 1: Living in the Anthropocene

Session 1, Special circumstances, Other 2021

Arts Faculty level units

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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.

Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Convenor and Lecturer

Jessica McLean

jessica.mclean@mq.edu.au

Room 414, Level 4, 25B Wally's Walk

Tuesdays 9am-11am

Credit points

10

Prerequisites

Admission to MRes

Corequisites

Co-badged status

Unit description

Geologists are investigating whether we have entered a new geological epoch known as the Anthropocene in which humanity is a driving force of global environmental change. With human activities increasingly connected to processes of planetary degradation there is an urgent need for multidisciplinary research that overcomes traditional divides between physical scientists, social scientists and environmental humanities researchers. This unit offers an interdisciplinary and critical introduction to Anthropocene studies, an important area for current and future research. The unit focuses upon how we should live in the Anthropocene and respond to the knowledge that current socioecological practices are not sustainable. Some key themes include: histories of the Anthropocene; human-nature relations; social and environmental justice; Indigenous knowledges; non-human agency; environmental governance; activism and impacts. The unit is team taught involving leading thinkers from across the university. It is designed to be accessible to students from a wide range of backgrounds and incorporates considerable flexibility to steer assessments towards your research interests.

Important Academic Dates

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

Learning Outcomes

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

ULO1: Develop advanced multidisciplinary knowledge and understanding of the challenges posed by the Anthropocene.

ULO2: Identify and reflect on novel areas of research and engagement across human and non-human boundaries.

ULO3: Conceptualise links between Anthropocene issues and personal research interests.

ULO4: Develop and apply research design and practice skills that engage with emergent themes of the Anthropocene.

ULO5: Improve skills in written, verbal and conversational forms of research communication.

General Assessment Information

Late Assessment Penalty

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 more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|------------------------------|
| Living in the Anthropocene Blog | 25% | No | From weeks 2-10 |
| Anthropocene Field Project | 45% | No | Week 13, Friday 4th June 5pm |
| Weekly Reflective Summaries | 30% | No | Weekly |

Living in the Anthropocene Blog

Assessment Type ¹: Non-academic writing

Indicative Time on Task ²: 20 hours

Due: **From weeks 2-10**

Weighting: **25%**

A substantive 1500-word blog linked to a unit theme. The blog is written in a topical and engaging style that competently engages with complex concepts associated with the topic and the broader challenges associated with living in the Anthropocene.

On successful completion you will be able to:

- Develop advanced multidisciplinary knowledge and understanding of the challenges posed by the Anthropocene.
- Identify and reflect on novel areas of research and engagement across human and non-human boundaries.
- Conceptualise links between Anthropocene issues and personal research interests.
- Develop and apply research design and practice skills that engage with emergent themes of the Anthropocene.
- Improve skills in written, verbal and conversational forms of research communication.

Anthropocene Field Project

Assessment Type **1**: Essay

Indicative Time on Task **2**: 60 hours

Due: **Week 13, Friday 4th June 5pm**

Weighting: **45%**

A small field 3000-word research project informed by ideas, theories and debates associated with the Anthropocene. The 'field' is flexibly defined in this task and can involve a combination of textual, media and observational analysis.

On successful completion you will be able to:

- Develop advanced multidisciplinary knowledge and understanding of the challenges posed by the Anthropocene.
- Identify and reflect on novel areas of research and engagement across human and non-human boundaries.
- Conceptualise links between Anthropocene issues and personal research interests.
- Develop and apply research design and practice skills that engage with emergent themes of the Anthropocene.
- Improve skills in written, verbal and conversational forms of research communication.

Weekly Reflective Summaries

Assessment Type **1**: Log book

Indicative Time on Task **2**: 18 hours

Due: **Weekly**

Weighting: **30%**

Thoughtful and reflective record of the weekly required readings assigned the unit. It will include a summary of the reading material and a reflection on new insights gained, what was interesting, and any points of disagreement.

On successful completion you will be able to:

- Develop advanced multidisciplinary knowledge and understanding of the challenges posed by the Anthropocene.
- Identify and reflect on novel areas of research and engagement across human and non-human boundaries.
- Develop and apply research design and practice skills that engage with emergent themes of the Anthropocene.
- Improve skills in written, verbal and conversational forms of research communication.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Learning Skills Unit](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

FOAR7005 will be taught through a series of two-hour discussion-based workshops hosted by researchers from across the University. Students will be set required readings before the workshop and these readings will form the basis for in-depth workshop discussions. The unit is supported by an iLearn website – where readings and assessment instructions and criteria will be made available. Please note that this unit requires compulsory participation in the workshops.

Unit Schedule

| Week | Topic | Facilitator |
|------|--|----------------------------------|
| 1 | Introduction to Living in the Anthropocene: possibilities and problems | Dr Jess McLean |
| 2 | The Anthropocene is a very big deal! A historical introduction to the Anthropocene | TBC |
| 3 | Indigenous engagement with the Anthropocene | Jess McLean 'Undermined' film |
| 4 | Encountering the Anthropocene: recalcitrant natures | A/Prof Donna Houston |

| | | |
|--------|--|-----------------------|
| 5 | Equity and sustainability in the Anthropocene | Dr Michelle Lim |
| 6 | Does Digital Information Represent an Existential Crisis for Humanity? | Prof Michael Gillings |
| 7 | Multi-species worlds and plantationscapes in the Anthropocene | Dr Sophie Chao |
| Recess | | |
| 8 | Building resilience in the Anthropocene | Dr Peter Rogers |
| 9 | Activating a digital Anthropocene | Dr Jess McLean |
| 10 | Educating young people in the Anthropocene | Dr Sarah Powell |
| 11 | Urban responsibilities in the Anthropocene | Dr Sara Fuller |
| 12 | Researching the Anthropocene | Jess McLean |
| 13 | Reflections and summary | Jess McLean |

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Enquiry Service

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

If you are a Global MBA student contact globalmba.support@mq.edu.au

Equity 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.

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.

Changes from Previous Offering

The unit schedule and content has changed in 2021 in terms of content and structure. Contributions from Law (Dr Michelle Lim) and Education (Dr Sarah Powell) are now included in the curriculum, along with Anthropology (Dr Sophie Chao), Biology (Prof Michael Gillings), Sociology (Dr Peter Rogers) and Geography (A/Prof Donna Houston, Dr Sara Fuller, Dr Jess McLean and A/Prof Andrew McGregor).