



FOAR7005

Research Theme 1: Living in the Anthropocene

Session 1, Online-scheduled-weekday 2023

Arts Faculty level units

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Disclaimer

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General Information

Unit convenor and teaching staff

Jessica McLean

jessica.mclean@mq.edu.au

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://www.mq.edu.au/study/calendar-of-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.

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

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

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

General Assessment Information

Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

Assessment Tasks

Name	Weighting	Hurdle	Due
Anthropocene Field Project	45%	No	23.55 29/05/2023
Living in the Anthropocene Blog	25%	No	Fridays 23.55, from weeks 3-10
Weekly Reflective Summaries	30%	No	23.55 20/03/2023

Anthropocene Field Project

Assessment Type ¹: Essay

Indicative Time on Task ²: 60 hours

Due: **23.55 29/05/2023**

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:

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- 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.
- Conceptualise links between Anthropocene issues and personal research interests.
- Improve skills in written, verbal and conversational forms of research communication.

Living in the Anthropocene Blog

Assessment Type **1**: Non-academic writing

Indicative Time on Task **2**: 20 hours

Due: **Fridays 23.55, from weeks 3-10**

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.
- Develop and apply research design and practice skills that engage with emergent themes of the Anthropocene.
- Conceptualise links between Anthropocene issues and personal research interests.
- 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: **23.55 20/03/2023**

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 [Writing Centre](#) 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	Jess McLean
2	Bringing your disciplines into the Anthropocene	Jess McLean
3	Indigenous peoples and the Anthropocene	Lauren Tynan (Indigenous geographies)
4	More-than-Human geographies in the Anthropocene	Andrew McGregor (geography)
5	International politics and the Anthropocene	Govand Azeez (politics)
6	Education possibilities and constraints in understanding global environmental challenges	Susan Caldis (education)
7	Workshopping your Field Project	Jess McLean
8	Climate Change, Papua New Guinea and an anthropological lens	Anna-Karina Hermkens (anthropology)

9	Climate change, loss and damage: options for justice and repair	Fiona Miller (geography)
10	Connecting with Country through the lens of Indigenous tourism collaborations	Marnie Graham (geography)
11	Researching the Anthropocene	Jess McLean
12	Arts vs science? Reading the digital in the Anthropocene	Jess McLean and Prof Michael Gillings (biology)
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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the

expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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 Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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

We have new contributions from Lauren Tynan (Geography and Planning), Marnie Graham (Geography and Planning), Govand Azeez (Politics), Fiona Miller (Geography and Planning) and Anna-Karina Hermkens (Anthropology).