



# GGEOP604

## Environment and Society

S2 External 2019

*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 Convenor

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Tutor

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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](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 supported with appropriate documentation (medical certificate, counsellor's certificate, statutory declaration). All extensions must be applied for and granted through the special consideration process. See the **Special Consideration Policy** <https://students.mq.edu.au/study/my-study-program/special-consideration>.

Extensions will not be granted in cases of poor time management. Only the Unit Convenor can authorise extensions.

**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 may not receive enough marks 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](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
<a href="#"><u>Tutorial Facilitation</u></a>	15%	No	Weeks 2 - 12 tutorial sessions
<a href="#"><u>Literature Review Essay</u></a>	35%	No	5pm, Friday 13 September 2019
<a href="#"><u>Oral Presentation</u></a>	20%	No	Weeks 10-12 tutorial sessions
<a href="#"><u>Final Exam</u></a>	30%	No	TBA

### Tutorial Facilitation

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

Weighting: **15%**

**Task: Facilitate tutorials by reading the assigned readings and posting a summary of one of them if requested**

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

iLearn 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. These students will be notified within the discussion forum when the tutor commences the thread. This requires all students to have prepared summaries/responses to the readings in advance. 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 and assist in facilitating the discussion of the readings.

Tutorial facilitation 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.

Further instructions on the way the online tutorials will be conducted will be provided in week 1 of the teaching session, prior to the commencement of tutorials in week 2.

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## Literature Review Essay

Due: **5pm, Friday 13 September 2019**

Weighting: **35%**

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

A small selection of essay topics will be posted on iLearn in the first two (2) weeks of the semester.

Essays must be written in light of the Assessment Standards. Further information on presentation of written assignments and hints on essay preparation will be provided on the unit's iLearn site.

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.

### **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/](http://www.students.mq.edu.au/support/learning_skills/undergraduate/academic_skills_quick_guides/)

**You are expected to use approximately 20-30 different scholarly sources** (for example, articles, chapters in edited collections and books).

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## **Oral Presentation**

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

Weighting: **20%**

Length of presentation: **5 mins presentation + 2 mins 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. Present your reflection (which **MUST** include analysis, not just description) to your tutorial group. 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 following your presentation. These will relate to the content of your presentation and include one question from the tutor and one to two questions from your classmates.

Your 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)

On successful completion you will be able to:

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## Final Exam

Due: **TBA**

Weighting: **30%**

The final exam will comprise 10 short answer questions and 1 essay. The composition for the 2019 exam questions will be similar to 2018, however the 2019 exam will be a formal, centrally scheduled sit down exam rather than a take-home exam. This is in keeping with the examination process for this unit in 2017 with some adjustment to the number of short-answer questions.

Familiarity with the Unit's lecture materials is key to passing this exam.

The exam will be 2 hours in length. The date, time and venue for this exam will be determined by the University's examination timetable but will be held in the examination period.

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## Delivery and Resources

### Technology

GEOP200 has a website which is accessible via [www.mq.edu.au/iLearn](http://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.**

It is important for externally enrolled students to participate in tutorial facilitation via the 'online' sessions **each week**. 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 participation in online tutorials will be recorded and will comprise 10% of your grade for the unit. Facilitation is demonstrated by making one substantive post to each of the weekly online tutorial discussions in iLearn. Prolonged silences will be treated as non-facilitation. 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

Please note that this schedule is subject to change without notice.



Week	Date	Lecture Schedule (subject to change)	Tutorial	Assessments
1	30 July	Welcome  1. Environment and Society I  2. Environment and Society II	<i>No tutorials</i>	
<b>Part 1: Commodities and globalisation</b>				
2	6 Aug	3. Resources and 'resourcification'  4. Attitudes to the environment	Values and resources	
3	13 Aug	5. Political ecology of cities I (guest lecture: A/Prof Donna Houston)  6. Political ecology of cities II	Cities, ecology, and politics	
4	20 Aug	7. Circulations I  8. Circulations II	Power and movement	
5	27 Aug	9. Circulations III  10. Place and production	Place and production	
<b>Part 2: Social movements and values</b>				
6	3 Sept	11. Indigenous peoples, justice, and water (guest lecture: Uncle Phil Duncan)  12. Indigenous peoples, justice, and water (guest lecture: Uncle Phil Duncan)	Essay Preparation	
7	10 Sept	13. Introduced species in Australian history  14. Species protection and eradication	Protection and eradication	<b>Essay due</b> (35%): 5pm, Friday 13 September
<b>Mid-session break: 16 September to 27 September</b>				

8	1 Oct	15. Protected areas  16. Conservation, biodiversity and international agreements	Politics of protected areas	
9	8 Oct	17. Climate migration and disasters I (guest lecture: Tasmin Diworth)  18. Climate migration and disasters II (guest lecture: Tasmin Diworth)	Climate, migration and disaster	
<b>Part 3: Emergent pathways</b>				
10	15 Oct	17. Water and sustainability: a Sydney perspective (guest lecture: Sydney Water)  18. Water and society	Student presentations	<b>Oral presentation (20%):</b> weeks 10-12
11	22 Oct	19. More-than-human and multispecies worlds I (guest lecture: Tasmin Dilworth)  20. More-than-human and multispecies worlds II (guest lecture: Tasmin Dilworth)	Student presentations	
12	29 Oct	23. Alternative economies  24. Degrowth	Student presentations	
13	5 Nov	25. Synthesis  26. Exam preparation	<i>No Tutorials</i>	<b>Final exam (30%):</b> In exam period
<b>Examination period: 11 November to 29 November</b>				

## 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 2500 word essay (on one of several set subjects) is due before 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 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 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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](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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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
- Identify, and critically examine, key environmental issues
- 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 Facilitation
- 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 2500 word essay (on one of several set subjects) is due before 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 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.

This graduate capability is supported by:

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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.

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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.

This graduate capability is supported by:

## **Learning outcomes**

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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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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 2500 word essay (on one of several set subjects) is due before 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 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 Facilitation
- Literature Review Essay
- Oral Presentation

### 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 2500 word essay (on one of several set subjects) is due before 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 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.

## 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

- 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
- 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

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### Learning and teaching activities

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## **Changes from Previous Offering**

Apologies for any inconvenience caused by some changes of the final exam format and some lecture topics.

- The format of the final exam has been changed to a formal, centrally scheduled sit-down exam rather than a take-home exam as in 2018. This is in keeping with the examination process for this unit in 2017 and 2016, with some adjustment to the number of short answer questions.
- The essay outline assessment has been removed to reduce the number of assessment items in this unit.
- Changes in the lecture content has been made in order to include contemporary cutting-edge theories and examples within environment and society.