



GEOP831

Environment and Development

S2 Day 2019

Department of Geography and Planning

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General Information

Unit convenor and teaching staff

Convenor

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By appointment

Lecturer, tutor

Tasmin-Lara Dilworth

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Contact via Email

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Credit points

4

Prerequisites

Admission to MEnvEd or MEnvMgt or MEnvStud or MSusDev or MEnvPlan or MDevCult or MIntRel or MEnv or MClimCh or GradDipEnv or GradCertSusDev or GradDipSusDev or GradDipSIA or GradCertSIA or GradDipIntRel or MDevStud or MConsBio or GradDipConsBio or MTranInterMIntRel or MMarScMgt or MSc in (Environmental Health or Remote Sensing and GIS)

Corequisites

Co-badged status

Unit description

This unit explores historical and contemporary approaches to international environment and development issues. Through a series of case studies, the unit investigates the consequences of discourses, agreements, events, actors, social movements and processes concerned with global environmental change. Students will gain an understanding of the significance of international processes in shaping uneven environmental and development outcomes, and will develop analytical, communication and negotiation skills appropriate to diverse contexts; students will also have the opportunity to participate in a role play. Some of the issues considered include climate change mitigation and adaptation, disasters and humanitarian crises, biodiversity conservation, deforestation, water and sanitation, and waste.

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:

An understanding of key processes associated with global environmental change and their uneven consequences.

An ability to discuss and explain the history of international environmental and development issues.

An ability to critically evaluate the framing of and responses to international environmental issues at various scales.

Research skills related to investigating international environmental issues from multiple perspectives.

An ability to contribute to academic discussion and debate.

Written and oral communication and negotiation skills.

General Assessment Information

Assignment Submission

All students must keep an electronic copy of all assignments (preferably as a PDF) submitted for assessment.

All assignments must be submitted via **Turnitin**. You will be able to access the result of the Turnitin scan and be able to review your assignments in light of this result. Not everything that Turnitin picks up as comparable to other work is plagiarised. Use this process constructively to ensure you are referencing correctly and effectively. Instructions for submitting assignment to Turnitin can be found at: http://mq.edu.au/iLearn/student_info/assignments.htm

Late Penalties and Grading

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.

Each assignment will be marked and commented upon before it is returned to you. The mark will be in the form of a graded letter and as consistent with University policy.

Further Guidance on Assessments

Rubrics and marking criteria for all assessments, as well as some samples of assessments, will be available on *iLearn*.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Issue Framing Paper</u>	20%	No	21/08/19 midnight
<u>Tutorial Presentation & Paper</u>	30%	No	Weeks 4-13
<u>Research Essay Plan (Part A)</u>	5%	No	9/10/19 midnight
<u>Research Essay (Part B)</u>	35%	No	30/10/19
<u>Tutorial Participation</u>	10%	No	Weeks 1- 13

Issue Framing Paper

Due: **21/08/19 midnight**

Weighting: **20%**

Drawing on the introductory readings and lectures for the unit (weeks 1-3), prepare a brief (1500 word) paper that identifies key themes and concepts relevant to understanding how different perspectives and power relations influence the framing of a key international environmental event or agreement (e.g., deforestation, climate change, disasters, biodiversity conservation, ozone depletion, desertification, air pollution, water, marine conservation etc).

The purpose of this assessment task is to ensure that you gain a good overview of the field of political ecology as it relates to international environmental issues. You are required to demonstrate a critical understanding of the introductory readings and lectures and the issues they raise for environment and development issues.

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- Written and oral communication and negotiation skills.

Tutorial Presentation & Paper

Due: **Weeks 4-13**

Weighting: **30%**

Lead a discussion and write a reflective paper on a key thinker and reading from the field of international political ecology. Select one of the 'classic' texts in political ecology listed for each week. Provide a critical reading of the text, including a background on the author/s. Deliver a 15 minute tutorial presentation and lead a 30 minute discussion and/or class activity on key ideas generated by the reading.

Following the tutorial, write a 1500 reflective paper on the thinker, their contribution, the reading and the class discussion, addressing the question: how has the author's ideas contributed to (or had the potential to contribute to) a rethinking of environment and development issues? The paper is due one week following the seminar (so if you present on Thursday in Week 5, it is due at midnight on Wednesday of Week 6).

For external students the 'oral' presentation will take the form of an online posting on *iLearn* and leadership of online discussion. Presenters should aim to present stimulating and provocative discussion sessions (e.g. make use of powerpoint, discussion questions, videos, games, debates, scenarios, role plays, group activities). External students can make use of online tools such as Zoom to post video or audio files.

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- An ability to contribute to academic discussion and debate.
- Written and oral communication and negotiation skills.

Research Essay Plan (Part A)

Due: **9/10/19 midnight**

Weighting: **5%**

Part A - Research Essay Plan and Statement - Submit a draft outline of a case study (max. one paragraph), plus 5 references, that addresses the essay question. In addition, submit a short reflective statement (max. one paragraph) indicating how you will apply feedback on the first two assessments in your essay

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- An ability to contribute to academic discussion and debate.
- Written and oral communication and negotiation skills.

Research Essay (Part B)

Due: **30/10/19**

Weighting: **35%**

Part B - Research Essay (3000 words) - Drawing on political ecology (or other relevant theories), identify a case study of an international environment issue (e.g., climate change, biodiversity, deforestation etc.) and undertake research on that issue in order to critically address the question: how do the interests, values and power relations of different actors influence responses to international environmental issues?

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- An ability to critically evaluate the framing of and responses to international environmental issues at various scales.
- Research skills related to investigating international environmental issues from multiple perspectives.
- An ability to contribute to academic discussion and debate.
- Written and oral communication and negotiation skills.

Tutorial Participation

Due: **Weeks 1- 13**

Weighting: **10%**

For internal students, it is expected that you attend all tutorials. Students are expected to come to class prepared every week ready to discuss the essential readings, as you may be called upon to discuss and reflect upon any one of these readings in class. We will also have class

activities based on the readings, so it is necessary to come prepared.

For external students, it is expected that they will make regular postings (150-300 words) on the unit's iLearn website in response to the questions posted by the convenor or lead discussant, others' comments and the readings.

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- Written and oral communication and negotiation skills.

Delivery and Resources

Weekly Classes and Reading

Internal Students: The classes will take place on **Thursdays 1:00 - 4:00pm** in **11WW 130** (11 Wallys Walk - 130 Tutorial Room). *External Students:* Lectures will be recorded using Echo-360 and can be accessed through iLearn.

Students are expected to access the readings via the iLearn site and the Library Leganto facility and come prepared to discuss the readings in class/online each week.

Workload Expectation

GEOP831 uses a combination of lecture and seminar style classes with a number of interactive and role-play based learning opportunities. It is expected that all students in the unit will both participate and contribute to classes, including completing the required readings and participating in classroom discussions. Students are expected to attend all classes.

The credit point value of a unit reflects the amount of work required. Each credit point roughly corresponds to about three hours per week (including class contact hours). GEOP831 is a 4 credit point unit, so you should therefore expect to spend about 12 hours each week on it. The expected hours per credit point per week is over the 15 weeks of the session - the 13 weeks of classes PLUS the two weeks of the mid-session recess. If you are unable to make this commitment to your study, then you should reconsider your decision to enrol – or reassess your priorities.

Technology Used and Required

GEOP831 provides all students with significant web-based support using *iLearn*, Macquarie University's learning management system. If you need help with *iLearn* please refer to http://www.mq.edu.au/iLearn/student_info/index.htm or contact the unit convenor as soon as possible. The unit website will be maintained regularly, providing you with copies of lecture PowerPoint slides and resources. Digital audio recordings of the lectures will be available via *Echo360* linked to the unit's *iLearn* site. External students are also encouraged to use Zoom

for tutorial presentations

Unit Schedule

Week	Date	Lectures	Lecturer	Tutorials and Assessments
MODULE I – Scaling the Environment				
1	1/8	Introduction to the Unit: From sustainability to the Anthropocene	FM	Self introductions
2	8/8	Framing Global Environmental Change	FM	Mapping international actors <i>Discussion of Assessment Task 1</i>
3	15/8	Responding to Global Environmental Change	FM	Student led discussion
MODULE II – Protect and Preserve				
4	22/8	Biodiversity and extinction	FM	<u>*Assessment Task 1 due 21/8</u> Student led discussion <i>Discussion of Assessment Task 2</i>
5	29/8	Rivers	FM	Student led discussion
6	5/9	Water	FM	Student led discussion
MODULE III – Crisis and Disruption				
7	12/9	Disasters	FM	Student led discussion <i>Discussion of Assessment Task 3&4</i>
UNIVERSITY RECESS 14/9-29/9/2019: NO CLASSES				
8	3/10	Food and Agriculture	TD	Student led discussion
9	10/ 10	Climate Change Mitigation	TD	<u>*Assessment Task 3 due 9/10</u> Student led discussion
10	17/ 10	Climate Change Adaptation	FM	Student led discussion
11	24/ 10	Displacement	FM	Student led discussion

MODULE IV – Looking Forward				
12	31/10	Hope, degrowth and the Anthropocene	FM	*Assessment Task 4 due 30/10 Student led discussion
13	7/11	Conclusion and review	FM	No tutorial

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 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 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

If you are a Global MBA student contact 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/.

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- An ability to critically evaluate the framing of and responses to international environmental issues at various scales.
- An ability to contribute to academic discussion and debate.

- Written and oral communication and negotiation skills.

Assessment tasks

- Tutorial Presentation & Paper
- Research Essay Plan (Part A)
- Research Essay (Part B)
- Tutorial Participation

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- An understanding of key processes associated with global environmental change and their uneven consequences.
- An ability to discuss and explain the history of international environmental and development issues.
- An ability to critically evaluate the framing of and responses to international environmental issues at various scales.
- Research skills related to investigating international environmental issues from multiple perspectives.

Assessment tasks

- Issue Framing Paper
- Tutorial Presentation & Paper
- Research Essay Plan (Part A)
- Research Essay (Part B)
- Tutorial Participation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- An understanding of key processes associated with global environmental change and their uneven consequences.
- An ability to discuss and explain the history of international environmental and development issues.
- An ability to critically evaluate the framing of and responses to international environmental issues at various scales.
- Research skills related to investigating international environmental issues from multiple perspectives.
- Written and oral communication and negotiation skills.

Assessment tasks

- Issue Framing Paper
- Tutorial Presentation & Paper
- Research Essay Plan (Part A)
- Research Essay (Part B)
- Tutorial Participation

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- An understanding of key processes associated with global environmental change and their uneven consequences.
- Research skills related to investigating international environmental issues from multiple perspectives.
- An ability to contribute to academic discussion and debate.

Assessment tasks

- Tutorial Presentation & Paper
- Research Essay Plan (Part A)
- Research Essay (Part B)

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- An ability to contribute to academic discussion and debate.
- Written and oral communication and negotiation skills.

Assessment tasks

- Issue Framing Paper
- Tutorial Presentation & Paper
- Research Essay Plan (Part A)
- Research Essay (Part B)
- Tutorial Participation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- An understanding of key processes associated with global environmental change and their uneven consequences.
- An ability to discuss and explain the history of international environmental and development issues.
- An ability to critically evaluate the framing of and responses to international environmental issues at various scales.
- An ability to contribute to academic discussion and debate.

Assessment tasks

- Research Essay Plan (Part A)
- Research Essay (Part B)

- Tutorial Participation

Changes from Previous Offering

The unit was totally redesigned in 2017 with new content, assessments, readings and teaching staff, after having been rested for a number of years. Some modifications to the assessments and readings have been made in light of feedback from students last year.