



GEOP300

Environmental Decision Making

S1 Day 2019

Department of Geography and Planning

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General Information

Unit convenor and teaching staff

Course convenor

Andrew McGregor

andrew.mcgregor@mq.edu.au

Contact via email

Room 412, 6 First Walk

Lecturer

Jessica McLean

jessica.mclean@mq.edu.au

Contact via email

Credit points

3

Prerequisites

(39cp at 100 level or above) including (ENV267 or GEOS265 or GEOS267)

Corequisites

Co-badged status

Unit description

This unit examines the professional practice of environmental decision makers in environmental planning and environmental management, looking at the technical, political and managerial aspects of effective decision making. Environmental decisions are explored through cases, to bring the complexity of professional practice into focus, and workshop sessions ask students to explore what they would do in guest speakers' shoes.

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:

Compare and contrast the origins and approaches associated with environmental decision making and environmental justice

Identify common social and geographical injustices within environmental decision-making and environmental change

Apply concepts, approaches and tools from environmental justice scholarship to inform more just and resilient environmental decision making

Communicate environmental decision making processes in a variety of written and spoken forms

Research and assess real world environmental justice and decision-making issues

General Assessment Information

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. The criteria and standards for each assignment will be made available via iLearn.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Team based learning task</u>	20%	No	Weeks 3, 7, 13
<u>Justice essay</u>	20%	No	Monday 29 April 11:55pm
<u>Research paper</u>	40%	No	Wednesday 29 May 11:55pm
<u>Participation</u>	20%	No	All semester

Team based learning task

Due: **Weeks 3, 7, 13**

Weighting: **20%**

The team based learning task is based on in-class quizzes in Weeks 3, 7 and 13. During these weeks students will be provided with pre-class work to complete that will be assessed through the multiple choice quizzes. Students will complete the quizzes individually and then in teams, with 50% of marks based on individual responses, and 50% based on team responses.

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Justice essay

Due: **Monday 29 April 11:55pm**

Weighting: **20%**

Write a short essay of up to 1250 words that explores one or more key concepts associated with environmental justice and discuss their relevance for environmental decision making. Possible terms include: shadow places, environmental racism, sacrifice zones, slow violence, recognition, and multi-species justice

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Research paper

Due: **Wednesday 29 May 11:55pm**

Weighting: **40%**

Write a research paper that assesses the strengths and weaknesses of a recent or upcoming environmental decision or plan using environmental justice theories and/or frameworks. Your research paper should be no longer than 2500 words and cover:

- i. The problem frame – what issues have been identified and by whom
- ii. The political context – what stakeholders are involved (human and non-human), what are their interests, and what tactics have they used to influence the decision
- iii. Assessment and analysis - what, if any, EDM tools and processes have been used to inform the decision
- iv. What relevant environmental justice issues were or were not incorporated into decision-making
- v. An assessment of the quality of the decision from an environmental justice perspective as well as any recommendations for improvements.

You are welcome to choose an environmental decision or plan that interests you. Some possible topics include: water management in the Murray-Darling Basin, Australian climate policy, Sydney's desalination plant, brumbies in Kosciuszko national park, Adani and other coal mine proposals, Warragamba Dam levels, land clearance, urban development, renewable energy initiatives, coal seam gas, nuclear waste dumps, plastic bag bans, marine parks, Yarra Bay passenger terminal etc.

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Participation

Due: **All semester**

Weighting: **20%**

For each week's tutorial read the two assigned readings, and be prepared to present and discuss each of them to the class. In each week's tutorial, two people will be selected randomly to present a brief (5 minute) summary of one of the assigned readings and to jointly facilitate a class discussion. You will be able to use the whiteboard if you wish. Your participation will be assessed according to your overall contribution to class discussions. Further details on marking criteria will be provided in class.

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Delivery and Resources

Teaching and learning strategy

The teaching process has four main elements.

1. Lectures that introduce basic concepts. In GEOP300 all lectures are interactive lectorials that combine lecture content, discussion and workshop exercises. It is very important you attend all sessions as you will learn by doing.
2. Talks from guest lecturers that convey the complexities of environmental decision-making, in practice, in diverse settings. These workshops use an approach inspired by the Harvard Business School's case study method: the guests introduce a decision situation, then we discuss what you would do in their shoes, then they tell us what they actually did, and we all discuss that.
3. Tutorials in which students explore the research literature around environmental justice and decision making.
4. Assignments that require students to understand and critically assess environmental justice and environmental decision making, involving individual and team based learning.

Students are expected to:

- read set readings in advance for tutorials;
- participate in tutorial and lectorial discussions and activities; and
- follow current developments with regard to environmental decision-making, environmental policy and sustainable development in the media.

Resources required

GEOP300 uses a wide variety of online resources, including an iLearn page to make slides and audio from lectures available and for submitting assignments, the Macquarie University Library for access to peer reviewed journal articles and Leganto where unit readings will be listed, and the web generally for news about, and discussions of, environmental decision making. You will be required to have access to word processing technology and the internet to complete assignments.

During weeks 3, 7 and 13 students will be required to bring a device which has an internet connection for the in team based learning exercises which involve class quizzes. A laptop or tablet is preferred to make it easier to navigate. If you don't have an appropriate device please let Andrew know.

The 13 x 2 hour interactive lectorial sessions will be held on Thursdays from 12-2 in 4 Sir Christopher Ondaatje Ave Room 163. Please ensure you are enrolled in a tutorial on Thursday or Friday.

Unit Schedule

Week	Date	Topic	Presenter	Assessment
Introduction to Environmental Decision Making (EDM)				
1	28/2	EDM in the Anthropocene	AM	
2	7/3	EDM: key concepts and approaches	AM	
3	14/3	<i>Tools for EDM</i>	AM	<i>TBL - in class quiz (bring device)</i>
Environmental Justice (EJ) and Decision Making				
4	21/3	Introducing EJ	AM	
5	28/3	Differentiated landscapes	JM	
6	4/4	EJ tools and approaches	AM	
7	11/4	<i>EJ and EDM</i>	AM	<i>TBL - in class quiz (bring device)</i>
Mid semester break				
Environmental Decision Making in Practice				
8	2/5	Making environmental decisions in Australia	JM	<i>Justice essay due Monday 29 April</i>
9	9/5	Case study A	AM	
10	16/5	Case study B	JM	
11	23/5	Case study C	AM	
Futures				
12	30/5	Hope and transformation	JM	<i>Research paper due Wednesday 29 May</i>
13	6/1	<i>Future EDM</i>	AM	<i>TBL in class quiz (bring device)</i>

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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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

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

- Compare and contrast the origins and approaches associated with environmental decision making and environmental justice
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Assessment tasks

- Team based learning task
- Justice essay
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- Participation

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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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:

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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 outcome

- Communicate environmental decision making processes in a variety of written and spoken forms

Assessment tasks

- Team based learning task
- Justice essay
- Research paper
- Participation

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

- Compare and contrast the origins and approaches associated with environmental

decision making and environmental justice

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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

- Compare and contrast the origins and approaches associated with environmental decision making and environmental justice
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Assessment tasks

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Changes from Previous Offering

Associate Professor Andrew McGregor is replacing Dr Greg Walkerden as the convenor of GEOP300 in 2019. Dr Jessica McLean is also joining the unit and contributing four weeks of material. There have been changes to course content with a greater focus on environmental

justice within decision making. There have also been changes to the assessment tasks, including the introduction of team based learning tasks in place of the group poster assignment.

Changes since First Published

Date	Description
06/02/2019	see previous note.