



MHIS202

Australian Environmental History

S1 Day 2019

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Lecturer

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Australian Hearing Hub, Level 2

N/A

Convenor/Tutor

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Australian Hearing Hub, Level 2

TBA

Credit points

3

Prerequisites

12cp at 100 level or above or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

Environmental history is about the relationship between culture and nature and in this unit we consider the ways in which nature has shaped the Indigenous and non-Indigenous experience in Australia from Gondwanaland to climate change. How has the land and sea, and the ecosystems they support, shaped our sense of who we are and how has this changed over time? What are the real and imagined constraints of the environment? What are the debates and the politics? What are the emotional and intellectual responses? The unit explores the interactions between natural, social, political and environmental processes across time. Themes include the first and second colonisations of the land, European visions, British settlement and agriculture, ideas about the interior and bush, the discovery of native flora and fauna, population debates, climate, water, urban development and the rise of the conservation, land rights and environmental movements. As a people unit it is open to all. In addition, it offers a case study and thematic approach to Australian History which complements MHIS109 and/or MHIS115.

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 key issues and themes in the history of human/nature interaction in Australia from pre-colonisation to now

Examine a variety of conceptual approaches to interpreting this past

Contribute to contemporary debates about the environment with an informed, sensitive and critical understanding of the relationship between past and present

Develop historical literacy by undertaking research according to the methodological and ethical conventions of the discipline

Analyse historical evidence, scholarship and changing representations of the past within Australian environmental historiography and other relevant disciplines

Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form

Identify and reflect critically on the knowledge and skills developed in the study of environmental history

General Assessment Information

Late Submission 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
Source Analysis	20%	No	22nd March, Midnight
Book Review	20%	No	12th April, Midnight
Research Essay	40%	No	17th May, Midnight
Reflective Essay	10%	No	7th June, Midnight
Tutorial Participation	10%	No	Assessed across the semester

Source Analysis

Due: **22nd March, Midnight**

Weighting: **20%**

Students will be required to write a short interpretive essay using a key online resource on climate change and Australian History, to assess how historians and scientists are thinking about/interpreting climate and weather in the colonial period. This pieces of assessment will require students to think about the online resource as an historical source, paying attention to context, audience and provenance.

Further instructions are in iLearn.

On successful completion you will be able to:

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- Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form

Book Review

Due: **12th April, Midnight**

Weighting: **20%**

Students will be required to write a review of a recent book published in the field of Australian Environmental History from a list provided by the Unit Convenor. They will be required to consider argument, evidence, style and the intellectual framework of the work.

Further instructions are in iLearn.

On successful completion you will be able to:

- Examine a variety of conceptual approaches to interpreting this past
- Contribute to contemporary debates about the environment with an informed, sensitive and critical understanding of the relationship between past and present
- Analyse historical evidence, scholarship and changing representations of the past within Australian environmental historiography and other relevant disciplines

Research Essay

Due: **17th May, Midnight**

Weighting: **40%**

Students will be required to write a 2500 word essay on a topic from a pre-formulated essay question (select one from a bank of questions). Some references will be given but students are required to find 3 further readings to complete the task. The questions and further instructions are in iLearn.

On successful completion you will be able to:

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- Develop historical literacy by undertaking research according to the methodological and ethical conventions of the discipline
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- Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form

Reflective Essay

Due: **7th June, Midnight**

Weighting: **10%**

Students will be required to write a 750 word letter to the Federal Minister for the Environment reflecting on the themes of the unit and the relevance of history to contemporary environmental issues.

Further instructions are in iLearn.

On successful completion you will be able to:

- Understand the key issues and themes in the history of human/nature interaction in Australia from pre-colonisation to now
- Contribute to contemporary debates about the environment with an informed, sensitive and critical understanding of the relationship between past and present
- Identify and reflect critically on the knowledge and skills developed in the study of environmental history

Tutorial Participation

Due: **Assessed across the semester**

Weighting: **10%**

Students will be assessed across the semester on their contributions to class discussion. This includes preparation, organisation, communication and working ethically and politely with the group. This assessment is targeted to students' engagement with the unit overall.

Further instructions are provided in iLearn.

On successful completion you will be able to:

- Contribute to contemporary debates about the environment with an informed, sensitive and critical understanding of the relationship between past and present
- Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form

Delivery and Resources

This unit consists of:

2 x 1 hr lectures;

1 x 1 hr tutorial.

PLEASE NOTE:

The lectures are currently listed as on Mondays 10-11 and 12-1. However, due to changed teaching arrangements, the lectures will now be pre-recorded **starting from lecture 1, week 1**. All the lectures will be available on iLearn via Echo.

Please make sure you listen to the first, introductory, lecture prior to attending the compulsory tutorial in week 1.

TUTORIAL TIME:

Monday 1-2 4 Western Rod, 309 Tutorial Room.

The main site of interaction and information for this unit is via iLearn which contains the following:

• Lecture recordings/Slides and resources • Weekly thematic tabs • Assessment Guide • Assessment Instructions • Assessment Rubrics • Bibliographies • Resources • Notices • Online Discussion Forum (external students)

Submission of Assessment Tasks All assessment tasks, except the tutorial presentation and contributions, will be submitted via turnitin (links provided).

Late Submission/Extensions Please read the late

Unit Schedule

Week	Lectures	Tute Topics
25 Feb - 1 March	1. Introduction 2. Australian Environmental History	Introductory
4 - 8 March	1. Aboriginal Environmental Impacts 2. Ecological Imperialism	What is environmental history?
11 - 15 March	1. British Preconceptions 2. Exploration	Aboriginal Management
18 - 22 March	1. Land and Settlement 2. Pastoralism	Acclimatisation
25 - 29 March	1. The Empty North 2. Nature Study	Agriculture
1 - 5 April	1. The Politics of Water 2. City and Urban Reform	Towards Conservation
8 - 12 April	1. Soldier Settlement 2. Research Techniques	Population Debates
BREAK	BREAK	BREAK
29 April - 3 May	1. Finding the Centre 2. Suburbanisation	Drought, Flood and Fire
6 -10 May	1. Australia as Quarry 2. Lecture Free - essays due next week	Suburbia
13 - 17 May	1. Modern Environmental Movement 2. Green and Black Politics	Atomic Fallout
20 - 24 May	1. Fighting For Wilderness 2. Green Bans (Film)	Little Desert and Coral Reef
27 - 31 May	1. TBA 2. The Rise of the Greens	Green Bans
3 - 7 June	1. Anthropocene 2. Summing Up	Australia and the Anthropocene

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

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

- Examine a variety of conceptual approaches to interpreting this past
- Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form

Assessment tasks

- Source Analysis
- Book Review
- Research Essay

- Tutorial 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.

This graduate capability is supported by:

Learning outcomes

- Examine a variety of conceptual approaches to interpreting this past
- Contribute to contemporary debates about the environment with an informed, sensitive and critical understanding of the relationship between past and present
- Analyse historical evidence, scholarship and changing representations of the past within Australian environmental historiography and other relevant disciplines

Assessment tasks

- Source Analysis
- Book Review
- Research Essay
- Reflective Essay
- Tutorial Participation

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.

This graduate capability is supported by:

Learning outcomes

- Contribute to contemporary debates about the environment with an informed, sensitive and critical understanding of the relationship between past and present
- Identify and reflect critically on the knowledge and skills developed in the study of environmental history

Assessment tasks

- Source Analysis

- Book Review
- Research Essay
- Reflective Essay
- Tutorial Participation

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.

This graduate capability is supported by:

Learning outcomes

- Understand the key issues and themes in the history of human/nature interaction in Australia from pre-colonisation to now
- Examine a variety of conceptual approaches to interpreting this past
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- Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form
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Assessment tasks

- Source Analysis
- Book Review
- Research Essay
- Reflective Essay
- Tutorial Participation

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.

This graduate capability is supported by:

Learning outcomes

- Understand the key issues and themes in the history of human/nature interaction in Australia from pre-colonisation to now
- Examine a variety of conceptual approaches to interpreting this past
- Contribute to contemporary debates about the environment with an informed, sensitive and critical understanding of the relationship between past and present
- Develop historical literacy by undertaking research according to the methodological and ethical conventions of the discipline
- Analyse historical evidence, scholarship and changing representations of the past within Australian environmental historiography and other relevant disciplines
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Assessment tasks

- Source Analysis
- Book Review
- Research Essay
- Reflective Essay
- Tutorial Participation

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 outcome

- Develop historical literacy by undertaking research according to the methodological and

ethical conventions of the discipline

Assessment task

- Research Essay

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

- Contribute to contemporary debates about the environment with an informed, sensitive and critical understanding of the relationship between past and present
- Develop historical literacy by undertaking research according to the methodological and ethical conventions of the discipline
- Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form

Assessment tasks

- Source Analysis
- Book Review
- Research Essay
- Reflective Essay
- Tutorial 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

- Contribute to contemporary debates about the environment with an informed, sensitive and critical understanding of the relationship between past and present

- Identify and reflect critically on the knowledge and skills developed in the study of environmental history

Assessment tasks

- Source Analysis
- Book Review
- Research Essay
- Reflective Essay
- Tutorial Participation

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 key issues and themes in the history of human/nature interaction in Australia from pre-colonisation to now
- Contribute to contemporary debates about the environment with an informed, sensitive and critical understanding of the relationship between past and present
- Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form
- Identify and reflect critically on the knowledge and skills developed in the study of environmental history

Assessment tasks

- Source Analysis
- Book Review
- Research Essay
- Reflective Essay
- Tutorial Participation