



GEOP200

Environment and Society

S2 Day 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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Credit points

3

Prerequisites

12cp at 100 level or above

Corequisites

Co-badged status

Unit description

With an emphasis on the Australasian region, this exciting interdisciplinary unit explores how societies and ecologies are entwined and develops creative ways of approaching environmental dilemmas. It is designed to be self-contained, for students from a range of backgrounds, including those without a scientific background. Bringing together perspectives from the sciences, social sciences, and humanities, it examines the concepts of environment and sustainability, together with their past and possible future socio-political and economic framings. The historical and contemporary contexts of key environmental issues in Australia are explained along with their connections to global events and perspectives, including climate change, invasive species, water management, environmental protection movements, and links between consumption and production. Current planning frameworks and management processes, including legal and legislative mechanisms are also considered, along with emerging strategies and social movements that aim to address existing and expected problems. Students are engaged in learning through guest lecturers who are experts in their field, through interactive case study examples, and active communication in tutorials.

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

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

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 assessments 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).

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 |
|---------------------------------------|-----------|--------|--------------------------------|
| Tutorial Facilitation | 15% | No | Weeks 2 - 12 tutorial sessions |
| Essay | 35% | No | 5pm, Friday 13 September 2019 |
| Oral Presentation | 20% | No | Weeks 10-12 tutorial sessions |
| Final Exam | 30% | No | TBA |

Tutorial Facilitation

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

Weighting: **15%**

Task: Facilitate tutorials by reading the assigned readings and presenting one of them if requested

For each week's tutorial you need to read the two assigned readings, which are the basis of group discussions and other tutorial activities. The readings will be posted on the Unit's iLearn site. Be prepared to present each of them to the class if called on by the tutor. In each week's tutorial, two people will be selected randomly to present a brief (5 minutes) summary of one of the assigned readings and to facilitate a class discussion. You will not be allowed to use Microsoft Powerpoint or any other electronic presentation tools but you will be allowed to use the whiteboard if you wish. 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 help to facilitate the discussion of the readings.

Tutorial participation includes listening to your classmates' oral presentations (see below) in tutorial sessions in weeks 10-12 and asking them questions about their presentation.

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Essay

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

Weighting: **35%**

Word length: **2,500 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/

You are expected to use approximately 13-15 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. 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

Lecture 4pm-6pm Tuesday [23 Wallys Walk - P.G. Price Theatre](#)

Tutorials

Please see the university timetable for tutorial times and locations at <https://timetables.mq.edu.au/2019/>

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> | |
| Part 1: Commodities and globalisation | | | | |
| 2 | 6 Aug | 3. Resources and 'resourcification' 4. Attitudes to the environment | Values and resources | |

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|--|---------|--|---------------------------------|--|
| 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 | |
| Part 2: Social movements and values | | | | |
| 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 | Essay due (35%): 5pm, Friday 13 September |
| Mid-session break: 16 September to 27 September | | | | |
| 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 | |
| Part 3: Emergent pathways | | | | |

| | | | | |
|---|--------|---|-----------------------|--|
| 10 | 15 Oct | 17. Water and sustainability: a Sydney perspective (guest lecture: Sydney Water) 18. Water and society | Student presentations | Oral presentation (20%): 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> | Final exam (30%): In exam period |
| Examination period: 11 November to 29 November | | | | |

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](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

- Understand the mutually shaping forces of societies and ecologies in producing environmental dilemmas
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Assessment tasks

- Tutorial Facilitation
- 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:

Learning outcome

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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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while permitting benefit from particular interests or skills.

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:

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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.

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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

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- 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.

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, 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.