



EVST19015 Australian Environmental History

Term 2 - 2018

Profile information current as at 05/05/2024 12:31 am

All details in this unit profile for EVST19015 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit uses an historical perspective to examine the interaction between people and their environment in the Australian setting. You will look at the underlying reasons why and how successive generations have used and shaped their natural environment, noting their goals, values and technologies. You will develop skills in using environmental histories as a means of problem solving and for better resource management and policy-making.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2018

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have Your Say (Moodle Site)

Feedback

There was a lot of favourable feedback about the unit, including the statement that the content in environmental history is highly relevant to current environmental issues, as well as the quick return of assessment with detailed and constructive feedback.

Recommendation

I will continue to maintain the quality of the unit through constructive feedback on assessment pieces and being returned to students in a timely manner. The content of the study guide chapters is continually updated and made to be as relevant as possible.

Feedback from Have Your Say (Moodle Site)

Feedback

Some students said they would like more engagement through forum activities.

Recommendation

There already exists some weekly activities for students to do, which are written into the study guides. However, I will also add these and other discussion questions to weekly forum activities so that the students who want to engage with these questions can do so online with their peers.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Have a basic understanding of a range of human-nature interactions on the Australian continent since pre-European times.
2. Have an understanding of how to apply historical data to both the resolution of environmental issues (data such as: documents, government reports, interviews, aerial photographs, remote sensing and images/film) AND to nurturing processes such as 'stakeholder empowerment' in environmental protection.
3. Have specific knowledge of some aspect of environmental history in a location and topic of choice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 50%	•	•	
2 - Written Assessment - 50%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•		•
2 - Problem Solving		•	
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence	•		
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•		•	•						
2 - Written Assessment - 50%	•	•	•	•						

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

The textbook has gone out of print, but it is available freely on Moodle for this Unit as a CRO. I continue to use this book because it is still a useful reference to the study of Australian environmental history.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing styles below:

- [Harvard \(author-date\)](#)
- [Turabian](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Michael Danaher Unit Coordinator
m.danaher@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
What is environmental history and what are its uses?	Moodle - Chapter 1	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
When does environmental history begin and end?	Chapter 2	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Imaginary Environment: Early European perceptions of, and impact on, the Australian environments	Chapter 3	

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Dust storm over Melbourne: Soil degradation	Chapter 4	

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Dams and damnation: Inland waters management practices and the role of environmental history Chapter 5

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Written Assessment - Two Short Essays Due: Vacation Week Friday (17 Aug 2018) 11:45 pm AEST

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Estuarine mitigation strategies in Queensland and the role of environmental history	Chapter 6	

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Forest management and the role of environmental history	Chapter 7	

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
History of environmental policy making and legislation in Australia	Chapter 8	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
History of Australia's environment movement	Chapter 9	

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Museums interpreting environmental histories	Chapter 10	

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Environmental history as an agent for community involvement	Chapter 11	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessing the benefits of environmental history as a policy tool in natural resource management	Chapter 12	Written Assessment - Unit Project Due: Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Written Assessment - Two Short Essays

Assessment Type

Written Assessment

Task Description

Weighting: 50% (25% each)

Length: 1,800 words each

Due Dates: 17 August for the first short essay, and 14 September for the second short essay

Objectives

This assignment links with the Unit Learning Outcomes.

Details

From each weekly lecture topic, there are a number of essay questions. These are designed to probe the general topic area in greater depth. Choose any **two** of the questions below (one question for the first essay and one question for the second essay). The two questions you choose cannot be two from the same week. Use at least 6-7 scholarly sources for each question and cite appropriately using either the Turabian Referencing System or the Harvard Referencing System.

Check on Moodle for the actual essay questions.

Assessment Due Date

Vacation Week Friday (17 Aug 2018) 11:45 pm AEST

Return Date to Students

Week 7 Wednesday (29 Aug 2018)

Weighting

50%

Assessment Criteria

This assignment will be marked on the basis of your competency to:

- * succinctly answer the question within the prescribed time frame or word count
- * locate, select and retrieve sufficient material relevant to the topic
- * effectively organise, analyse and synthesise historical evidence
- * craft a well-structured, coherent, well-expressed and properly sourced historical presentation and essay

All sources used must be appropriately acknowledged using either the Turabian referencing style or the Harvard referencing system.

A HD grade will be awarded to students who meet the above criteria to a very high level. Other grades will be awarded in relation to the degree which they fall short of a HD. A Fail will be awarded to students who have not been able to meet these criteria to any significant extent.

Referencing Style

- [Harvard \(author-date\)](#)
- [Turabian](#)

Submission

Online

Submission Instructions

Students will submit this assessment through the Moodle Unit.

Learning Outcomes Assessed

- Have a basic understanding of a range of human-nature interactions on the Australian continent since pre-European times.
- Have an understanding of how to apply historical data to both the resolution of environmental issues (data such as: documents, government reports, interviews, aerial photographs, remote sensing and images/film) AND to nurturing processes such as 'stakeholder empowerment' in environmental protection.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Written Assessment - Unit Project

Assessment Type

Written Assessment

Task Description

Weighting: 50%

Length: 3000 words

Due Date: 5 October

Objectives

This assignment links with the Unit Learning Outcomes.

Details

Choose an environmental problem/issue in your local or wider community or from the literature (it must be an environmental problem/issue in Australia, **but not related to the Great Barrier Reef**). It can be a current environmental problem/issue or one that has already been resolved. Analyse its **historical** evolution in terms of:

1. What is the environmental problem? How did the problem come to light? Who discovered it [scientists, media, residents, etc?]. When and how did it come to light [incident, accident, coincident, etc?].
2. Who are the stakeholders who have a claim in the environmental problem/issue and what are the ideologies, values, attitudes and perceptions that these stakeholders have in relation to the issue? The stakeholders may include local community members/groups, environmental groups, business/industry representatives, experts (scientific, technological, other), politicians and government officials.
3. What led to it becoming a problem for the environment (here you should consider management practices, lack of scientific data, lack of ownership of the resource, government neglect, public apathy, human ignorance, competing priorities, a particular ideological cause and so on)?
4. What is the community response to the issue, what is the degree of community awareness?

Remember there will probably be competing community responses.

5. What might the future of the environmental issue be considering how it has developed so far? How well is it being resolved, or was resolved? What lessons can be learnt?

More details are found in Moodle

Assessment Due Date

Week 12 Friday (5 Oct 2018) 11:45 pm AEST

Return Date to Students

Exam Week Wednesday (17 Oct 2018)

Weighting

50%

Assessment Criteria

This assignment will be marked on the basis of your competency to:

- * undertake each of the five specific tasks of this project outlined above to a good standard
- * locate and cite scholarly primary and secondary material relevant to environmental history
- * effectively organise, analyse and synthesise historical evidence
- * craft a well-structured, coherent, well-expressed and properly sourced historical essay

All sources used must be appropriately acknowledged using either the Turabian referencing style or the Harvard referencing system.

A HD grade will be awarded to students who meet the above criteria to a very high level. Other grades will be awarded in relation to the degree which they fall short of a HD. A Fail will be awarded to students who have not been able to meet these criteria to any significant extent.

Referencing Style

- [Harvard \(author-date\)](#)
- [Turabian](#)

Submission

Online

Learning Outcomes Assessed

- Have a basic understanding of a range of human-nature interactions on the Australian continent since pre-European times.
- Have an understanding of how to apply historical data to both the resolution of environmental issues (data such as: documents, government reports, interviews, aerial photographs, remote sensing and images/film) AND to nurturing processes such as 'stakeholder empowerment' in environmental protection.
- Have specific knowledge of some aspect of environmental history in a location and topic of choice.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem