



# EVST19015 Australian Environmental History

## Term 2 - 2023

Profile information current as at 25/04/2024 10:07 pm

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 - 2023

- Online

#### 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 SUTE Unit comments

##### Feedback

Feedback praised punctual and meaningful assessment feedback and content that enhanced the learning of environmental history.

##### Recommendation

The unit coordinator will continue to engage with students in a meaningful way.

#### Feedback from SUTE Unit comments

##### Feedback

Feedback was provided that more video resources could be made available.

##### Recommendation

The unit coordinator will make it a priority to check for up-to-date video/documentary material to add to the unit if appropriate.

## 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



### 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.**

### 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

**Benjamin Jones** Unit Coordinator

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**Joe Collins** Unit Coordinator

[j.collins2@cqu.edu.au](mailto:j.collins2@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2023

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

### Week 2 - 17 Jul 2023

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

### Week 3 - 24 Jul 2023

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

### Week 4 - 31 Jul 2023

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

### Week 5 - 07 Aug 2023

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

### Vacation Week - 14 Aug 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

### Week 6 - 21 Aug 2023

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

### Week 7 - 28 Aug 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Forest management and the role of environmental history Chapter 7

#### Week 8 - 04 Sep 2023

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

#### Week 9 - 11 Sep 2023

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

#### Week 10 - 18 Sep 2023

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

#### Week 11 - 25 Sep 2023

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

#### Week 12 - 02 Oct 2023

| Module/Topic  | Chapter    | Events and Submissions/Topic   |
|---|------------|--|
| Assessing the benefits of environmental history as a policy tool in natural resource management | Chapter 12 | <b>Written Assessment - Unit Project</b><br>Due: Week 12 Friday (6 Oct 2023) 11:45 pm AEST |

#### Review/Exam Week - 09 Oct 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

#### Exam Week - 16 Oct 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Assessment Tasks

### 1 Written Assessment - Two Short Essays

#### Assessment Type

Written Assessment

#### Task Description

**Weighting:** 50% (25% each)

**Length:** 1,600 words each

**Due Dates:** 11 August for the first short essay, and 15 September for the second short essay

#### Details

From each weekly lecture topic, there are several choices of essay questions. These are designed for you to probe the general topic area in greater depth. Choose any **two** of the questions (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

Friday 11 August for the first short essay. Friday 15 September for the second short essay.

#### Return Date to Students

Returned within 12 days of receipt of the essay

### Weighting

50%

### Assessment Criteria

The essay will be marked based on your competency to:

Historical content:

- \* presentation of accurate, relevant and balanced historical evidence
- \* sound and non-judgmental interpretation of the historical problem

Research/referencing skills:

- \* thorough research based on scholarly sources
- \* reflection of relevant readings/lecture materials
- \* acknowledgement of all sources of ideas/evidence
- \* correct use of the Turabian or Harvard referencing system

Writing skills:

- \* clear, concise and correct written English
- \* logical structure/organisation of ideas
- \* clarity of argument/explanation in response to the question
- \* use of formal essay style
- \* meeting the required number of words, most of which should be your own wording

### 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:** 6 October

### 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 (6 Oct 2023) 11:45 pm AEST

### **Return Date to Students**

Returned within 14 days of receipt of the assignment.

### **Weighting**

50%

### **Assessment Criteria**

The essay will be marked based on your competency to:

Historical content:

- \* presentation of accurate, relevant and balanced historical evidence
- \* sound and non-judgmental interpretation of the historical problem

Research/referencing skills:

- \* thorough research based on scholarly sources
- \* reflection of relevant readings/lecture materials
- \* acknowledgement of all sources of ideas/evidence
- \* correct use of the Turabian or Harvard referencing system

Writing skills:

- \* clear, concise and correct written English
- \* logical structure/organisation of ideas
- \* clarity of argument/explanation in response to the question
- \* use of formal essay style
- \* meeting the required number of words, most of which should be your own wording

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit the assignment electronically through the unit Moodle site.

### **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