



SDNY GEOG 3390
Environmental Debates: People, Place and Culture
CAPA SYDNEY PROGRAM



Course Description

This course explores the multi-faceted dimensions of human interaction with diverse environments in Australia, New Zealand and the Pacific to illuminate the origins of environmental concerns and current debates in these regions from pre-European contact to now. From the peopling of the Pacific to the challenge of climate change, this course is broad in its scope while concentrating on selected issues such as the impact of mining, clean energy futures, our vulnerability to “natural” disasters and increasing urbanization. In so doing, the intersection of culture and nature is explored. The course is embedded in the environmental humanities, but uses the approaches of environmental history, as well as insights from the disciplines of science, politics, sociology and cultural studies.

Course Aims/Objectives

This course is designed to encourage students to engage in a critical analysis of the human interaction with the environment, in particular as it relates to Australia, New Zealand and the Pacific. The course intends to help students understand their place in the world and how attitudes and cultural norms inform our treatment of the environment.

Requirements and Pre-requisites

There are no pre-requisites for this course. It is approached from the disciplinary frameworks of the environmental humanities, environmental history, science, politics, sociology and cultural studies.

Learning Outcomes

Through this course and the assessment tasks, students will learn to analyze and interpret environmental issues and contemporary debates in the Australasian-Pacific region. Field excursions will further provide the opportunity to engage directly with landscape, culture and place in Sydney and surrounds.

At the end of this course students should be able to:

1. Understand better the complex nature of the environment in the Australasian/Pacific region, their different elements, and their shared pasts, as well as being able to situate this region within its global context.
2. Reflect critically on environmental issues and debates, their origins and their potential impact on the future of the global environment.
3. Conduct research independently.
4. Demonstrate reasoned thought, creativity, and a high quality of written expression.
5. Examine, discuss and debate the main issues regarding the intersection of people and place in the Australasian/Pacific region and understand their importance to the present and the future. Throughout the course students will reflect on the differences between Australasia and the Pacific and their home environment.

Class Methodology

This course blends classroom-based learning (lecture, student presentations, debate and discussion) with experiential learning through field trips and field research as well as online discussion. Class participation involves critical engagement with set readings through group presentations, discussion and debate. Students are encouraged to read further on the topics listed for each week. Learning will be evaluated through presentations, a research essay, a field class report and a final essay format exam. Students are encouraged to participate in events/activities from the CAPA Sydney MyGlobalCity calendar to broaden their understanding of this subject. They will be asked to draw on these experiences in one or more assessment tasks within this course. The course also includes field classes.

Final Exam

The final exam consists of short essay-style answers to a choice of questions on material covered in the course. Time allowed: 2 hours.

Assessment and Grading

Task	Weighting	Learning outcome assessed
1. Class Participation (including online)	10%	1, 2, 4, 5
2. Class Presentation and Facilitation	30%	1, 2, 5
3. Research Paper	30%	1, 2, 3, 4, 5
4. Final Exam	30%	1, 2, 4, 5

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.

Class Participation and Attendance

Participation is a vital part of the grade given for the course. CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must complete required reading BEFORE the class, and come in on time. They should refer to the CSP Student Handbook for the procedure and rules regarding class absence.

Assignments

In-Class Facilitation. 20-30 minutes. 30%

Students will lead the discussion in class on a topic of environmental concern in the region. Come prepared with questions and points of discussion for the group based on the readings for your topic and any from your own research. You will be marked on your ability to summarise the main points in the readings and to engage other students in a discussion/debate on the topic.

The presentation should address the following for each topic:

1. What is the nature of the problem?
2. Is the problem local, global or both?
3. How does it impact the environment in the region?
4. What solutions have been tried/suggested?

Choose one topic from the list below:

Wildlife conservation.

Ursula Ellenberg, "Penguins under threat from drowning in fishing nets", *The Conversation*, <https://theconversation.com/penguins-under-threat-from-drowning-in-fishing-nets-88308>.

John Woinarski et al, "For whom the bell tolls: cats kill more than a million Australian birds every day", *The Conversation*, 4 October 2017, <https://theconversation.com/for-whom-the-bell-tolls-cats-kill-more-than-a-million-australian-birds-every-day-85084>.

Water supply

Ian Wright, "This is what Australia's cities need to do to avoid running dry", 6 November 2017, <https://theconversation.com/this-is-what-australias-growing-cities-need-to-do-to-avoid-running-dry-86301>.

Eric O'Donnell and Avril Horne, "Giving environmental water to drought stricken farmers sounds straight forward but it's a bad idea", *The Conversation*, 18 September 2018, <https://theconversation.com/giving-environmental-water-to-drought-stricken-farmers-sounds-straightforward-but-its-a-bad-idea-103238>

Sustainable Shopping

Aaron Gove, "Sustainable shopping: here's how to find coffee that doesn't cost the earth", 5 May 2017, *The Conversation*, <https://theconversation.com/sustainable-shopping-heres-how-to-find-coffee-that-doesnt-cost-the-earth-75284>.

Mark Liu, "For a true war on waste the fashion industry must spend more on research", 16 August 2017, *The Conversation*, <https://theconversation.com/for-a-true-war-on-waste-the-fashion-industry-must-spend-more-on-research-78673>.

Population

Bill Bellotti, "How many people can Australia feed?", *The Conversation*, 13 July 2017, <https://theconversation.com/how-many-people-can-australia-feed-76460>.

Ian Lowe, "Bigger or Better?" *Australasian Science*; Sep 2012; 33, 7; SciTech Premium Collection.

Waste

Monique Retamal et al, "A crisis too big to waste: China's recycling ban calls for a long-term rethink in Australia", 8 May 2018, <https://theconversation.com/a-crisis-too-big-to-waste-chinas-recycling-ban-calls-for-a-long-term-rethink-in-australia-95877>.

Jennifer Lavers, "This South Pacific island of rubbish shows why we need to quit our plastic habit", 17 May 2017, <https://theconversation.com/this-south-pacific-island-of-rubbish-shows-why-we-need-to-quit-our-plastic-habit-77860>.

Jewel Topsfield, "Australia to set national targets to reduce waste", *The Sydney Morning Herald*, 26 September 2018, <https://www.smh.com.au/politics/federal/australia-to-set-national-targets-to-reduce-waste-20180925-p505w5.html>

Urban congestion

David Bissell, "How the everyday commute is changing who we are", *The Conversation*, 31 July 2018, <https://theconversation.com/how-the-everyday-commute-is-changing-who-we-are-100323>

Jake Whitehead, “Our new PM wants to ‘bust congestion’—here are four ways he could do that”, *The Conversation*, 29 August 2018, <https://theconversation.com/our-new-pm-wants-to-bust-congestion-here-are-four-ways-he-could-do-that-102249>.

Topics and dates will be allocated in Week 1.

Research Essay. 2000 words. 30%

Choose one of the questions listed below. The purpose of this exercise is to assess your ability to frame an argument in response to the question and to support that argument with well-referenced evidence. The research essay should utilise, as a minimum, six academic sources.

Exam. Final Week. Two hours. 30%

Choose three questions from the list and write short essay-style answers. The exam will cover course material including lectures and readings.

Participation. 10%

The following table provides a guide to expectations in respect of participation:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

Grading Criteria

The following table provides a general guide to grading criteria for written work and presentations.

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade “A-“, the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	86 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.

Good (Credit)	B	83 – 85	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	76-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 75	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	66 – 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 – 65	0.7 – 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Academic Handbook.

Required Reading and Recommended Resources

There are no set texts for this course. Instead a list of readings is supplied for each week. However, two texts are recommended: Don Garden, *Australia, New Zealand and the Pacific: An Environmental History*, Santa Barbara, ABC-Clio, 2005, and; Eric Pawson and Tom Brooking, *Making a New Land: Environmental Histories of New Zealand*, Dunedin, Otago University Press, 2013.

In addition students may like to consult the following resources:

Journals

Agricultural History; Australian Journal of Environmental Management; EENZ: Environment and Nature in New Zealand; Environment and History; Environmental History; Environmental History Review; Environmental Humanities; Historical Records of Australian Science; Human Ecology; Journal of Historical Geography; Studies of Society and the Environment; The Journal of New Zealand Studies; The Journal of Pacific History.

Websites

<http://www.radioaustralia.net.au/pacific/> (Radio Australia Pacific)
<http://www.foresthistory.org.au/> (Australian Forest History Society, Inc)
<http://environmentalhistory-au-nz-org/> (Australian and New Zealand Environmental History Network)
<http://ceh.environmentalhistory-au-nz.org> (Centre for Environmental History)
<http://www.ccrcc.unsw.edu.au/> (Climate Change Research Centre)
<http://www.csiro.au> (CSIRO)
<http://environment.gov.au/index.html> (Department of Sustainability, Environment, Water, Population and Communities)
<http://www.greenpeace.org/australia/> (Greenpeace)
<http://www.nccarf.edu.au/> (National Climate Change Adaptation Research Facility)
<http://www.niwa.co.nz/> (National Institute of Water and Atmospheric Research)

<http://pacificenvironment.org> (Pacific Environment)
<http://planetark.org/> (Planet Ark)
<http://www.population.org.au/> (Sustainable Population Australia)

Weekly Schedule

Session	Topic	Activity
1	<p>Course Overview. Attitudes and Approaches. Migrations.</p> <p>The environment is fundamental to our survival as humans. It is also a manifestation of our cultural values. The environment is both material and constructed. How we view nature, our surroundings and the places in which we live is governed by cultural norms. From Judeo-Christian attitudes of dominion over the earth to deep ecologist concepts of equality between species, attitudes and beliefs shape our construction of nature and the physical world we inhabit. Yet the environment is no passive actor—it can be a determinant in how we live out our lives in both the long and the short term. In this introduction to the course we consider the reciprocal relationship between humans and their environment, how humans shape nature and how the environment impacts on humans.</p> <p>In order to understand the geographical space covered by this course we begin our study of the environment of Australia, New Zealand and the Pacific with a focus on the process of human settlement of new lands. In the simplest of terms there were three waves of human migration, each wave more intense in impact on the environment than the one preceding it. The first carried Australoid people to the northern coast of Australia, then across the continent as well as into New Guinea, some 55-65 thousand years ago. The second saw the Pacific islands peopled from around 4000 BP. The third brought Europeans to Australasia and Oceania only 200 to 250 years ago. While diverse, these waves of migration had much in common in that they demonstrated patterns of behaviour that provide us with insights into the human relationship with nature and its subsequent impact on the environment.</p> <p><i>Required Reading:</i></p> <p>Tom Griffiths, “The Nature of Culture and the Culture of Nature”, in Hsu-Ming Teo and Richard White (eds), <i>Cultural History in Australia</i>, University of NSW Press, 2003, 67-80.</p> <p><i>Other Resources:</i></p> <p>Don Garden, <i>Australia, New Zealand and the Pacific: An Environmental History</i>, Santa Barbara, ABC-Clío, 2005. Chapters one and two.</p> <p>Tim Flannery, <i>The Future Eaters: An Ecological History of the Australian Lands and People</i>, Reed Books, 1994.</p> <p>Patrick Kirch, <i>On the Road of the Winds: An Archaeological History of the Pacific Islands Before European Contact</i>, University of California Press, 2000.</p> <p>K.R. Howe, <i>The Quest for Origins: Who First Discovered and Settled New Zealand and the Pacific Islands?</i>, Penguin, 2003.</p>	<p>Class</p> <p>Introduction to course. Review of assessment tasks.</p> <p>Allocation of topics for in-class presentations in the subsequent weeks.</p> <p>Online</p> <p>Discussion Forum: Humans and their Environment.</p>

2	<p>Encounters</p> <p>Indigenous peoples utilized and changed their environments before contact with Europeans. The extent to which these peoples exhausted 'resources' or lived sustainably is the subject of debate. Its currency is reflected in the contemporary struggle of the recognition of indigenous land rights. This week we examine the impact of indigenous peoples, their relationship with the land and cultural notions of 'place'.</p> <p><i>Required Reading:</i></p> <p>Bill Gammage, "Fire in 1788: The Closest Ally", <i>Australian Historical Studies</i>, 42, 2011, 277-288. Tim Flannery, <i>The Future Eaters: An Ecological History of the Australasian Lands and People</i>, Port Melbourne, Reed Books, 1994, chapters 16 and 18.</p> <p><i>Other Resources:</i></p> <p>Atholl Anderson, "A fragile plenty: pre-European Maori and the New Zealand Environment", in Eric Pawson and Tom Brooking, <i>Making a New Land: Environmental Histories of New Zealand</i>, Otago University Press, 2013. Christine Hansen, "Deep Time and Disaster: Black Saturday and the Forgotten Past", <i>Environmental Humanities</i>, 2018 10 1: 226-240. Patrick Nunn, "Ecological Crises or Marginal Disruptions: The Effects of the First Humans on Pacific Islands", <i>New Zealand Geographer</i>, vol 57, no 2. 2001; John McNeill, 2001, "Of Rats and Men" pp 69-82.</p>	<p>Class</p> <p>Guest Lecture: Encounters Dr Alison Holland</p> <p>Student Presentation</p> <p>Screening of "The Future Eaters"</p> <p>Online: Discussion Forum: Encounters</p>
3	<p>Framing Nature/Imperial Legacies</p> <p>One of the consequences of colonization was the clash of ideas about 'place' and 'nature'. Indigenous peoples and Europeans had vastly different relationships with their environments and these were sources of conflict and misunderstandings that resulted in both cultural and environmental legacies. This week we examine the role of science and ideas of the rational exploitation of nature, the nature of colonial impacts on the environment, colonial fears about environmental degradation, ideas about hunting and the rise of formal conservation. Our guest lecture looks at current areas of research in the environmental humanities and their contribution to environmental debates.</p> <p><i>Required Reading:</i></p> <p>William M. Adams, 'Nature and the colonial mind', in William M. Adams and Martin Mulligan (eds) <i>Decolonizing Nature: Strategies for Conservation in a Post-Colonial Era</i>, London, Earthscan, 2003, pp 16-50.</p> <p><i>Other Resources:</i></p> <p>Deborah Bird Rose, "Decolonizing the Discourse of Environmental Knowledge in Settler Societies", in Gay Hawkins and Stephen</p>	<p>Class</p> <p>Lecture: Imperial legacies</p> <p>Online Discussion Forum: Imperial legacies</p>

	<p>Muecke (eds), <i>Culture and Waste: The Creation and Destruction of Value</i>, Rowman and Littlefield Publishers, Lanham, pp 53-72.</p> <p>John Cameron, "Responding to Place in a Post-Colonial Era", in William M. Adams and Martin Mulligan (eds) <i>Decolonizing Nature: Strategies for Conservation in a Post-Colonial Era</i>, London, Earthscan, 2003, pp 172-96.</p> <p>Kate Hunter, <i>Hunting: A New Zealand History</i>, Auckland, Random House, 2009.</p> <p>Peter Read, <i>Belonging: Australians, Place and Aboriginal Ownership</i>, 2000.</p> <p>Libby Robin, "Global Ideas in Local Places: The Humanities in Environmental Management", <i>Environmental Humanities</i>, 2012, 1, 69-84.</p> <p>George Seddon, <i>Landprints: Reflections on Place and Landscape</i>, Cambridge, Cambridge University Press, 1997.</p>	
4	<p>Field Class: Centre for Sustainability</p> <p>The Coal Loader is a site demonstrating the layering of human history, from the ancient culture of the Cammeraygal Aboriginal people, to an industrial coal bunkering and distribution centre, to a showcase for sustainability. Once an industrial site based 2km from Sydney Harbour Bridge, the Centre has been transformed into a beacon of sustainability while still embracing its Aboriginal and industrial heritage.</p>	<p>Field Class</p> <p>The Coal Loader, Waverton.</p>
5	<p>Wilderness and Landscape</p> <p>Wilderness is a Western concept under pressure from social criticism, scientific developments and material changes. What is wilderness and why do we value it? What is the human role in transforming landscapes? This seminar looks at ideas about 'wild' areas, as well as the human role in both conserving and transforming them. In the second part of the seminar we examine a much forgotten environment, the ocean, and the global problem of plastic waste.</p> <p><i>Required Reading:</i></p> <p>Lauren Rickards, "Goodbye Gondwana? Questioning disaster triage and fire resilience in Australia", <i>Australian Geographer</i>, 2016, 47, 2, 127-137 http://dx.doi.org/10.1080/00049182.2016.1154496</p> <p><i>Other Resources:</i></p> <p>William Cronon, "The Trouble with Wilderness", in William Cronon, <i>Uncommon Ground: Rethinking the Human Place in Nature</i>, New York, Norton and Co., 1996</p>	<p>Class</p> <p>Lecture: Wilderness and Landscape</p> <p>Screening of <i>A Plastic Ocean</i></p> <p>Online Discussion. A Plastic Ocean</p>
6	<p>Urban Environments</p> <p>Despite romanticised depictions of the Australian outback, the New Zealand bush and the Pacific utopia, most people live in urban areas. Cities have played an important role in the development of</p>	<p>Class:</p> <p>Lecture: Urban Environments.</p>

	<p>nations and regions. They also give meaning to the lives of those who live in them. This week's readings examine the rise of suburbia in Australia, the importance of cities and towns in New Zealand and the impact of urbanization on Pacific island nations. For the online discussion first watch the documentary "Singapore Biophilic City".</p> <p><i>Required Reading:</i></p> <p>Choose one area of interest from:</p> <p>Australia: Seamus O'Hanlon, "Cities, Suburbs and Communities", in Martyn Lyons and Penny Russell (eds) <i>Australia's History, Themes and Debates</i>, UNSW Press, 2005, pp 172-189.</p> <p>New Zealand: Eric Pawson, "On the Edge: making urban places", in Eric Pawson and Tom Brooking, <i>Making a New Land: Environmental Histories of New Zealand</i>, Otago University Press, 2013.</p> <p>Pacific: Paul Jones, "Aid to PNG and the Pacific should focus on fixing cities", <i>The Conversation</i>, 12 September 2013, http://theconversation.com/aid-to-png-and-the-pacific-should-focus-on-fixing-cities-18079</p>	<p>Student Presentation</p> <p>Online Discussion Forum: Biophilic Cities</p>
	Mid-Semester Break	
7	<p>Field Class: Sustainable House</p> <p>Can we be completely self-sufficient in the city? This week we visit the Sustainable House, an inner-city terrace that is completely off grid and run on the principles of sustainability in terms of food, water and power.</p> <p><i>Required Reading</i></p> <p>Michael Mobbs, "My Journey", Sustainable House website https://www.sustainablehouse.com.au/my-journey</p>	Field Class
8	<p>Climate Change</p> <p>In the US, with a change of presidents from Obama to Trump, the climate change debate has heated up once more. In Australia Prime Minister Scott Morrison is under pressure from conservatives to support the coal industry and to act cautiously on clean energy alternatives. This week we examine the climate change debate and its implications for Australia, New Zealand and the Pacific.</p> <p><i>Required Reading:</i> Clive Hamilton, <i>Requiem for a Species: Why We Resist the Truth About Climate Change</i>, Sydney, Allen & Unwin, 2010.</p> <p><i>Other Resources:</i></p> <p>Mark Levene, "Climate Blues: or How Awareness of the Human End might re-instil Ethical Purpose to the Writing of History", <i>Environmental Humanities</i>, 2, 2013, 147-167.</p>	<p>Class</p> <p>Lecture: Climate Change</p> <p>Student presentation</p> <p>Screening of "When Sun Come Up"</p> <p>Online Discussion Forum: Climate Change</p>

	<p>Scott Power, "Climate Change and the future of our Pacific Neighbours", <i>The Conversation</i>, 20 March 2012 http://theconversation.com/climate-change-and-the-future-of-our-pacific-neighbours-4512</p> <p>Stefan Skrimshire, ed., <i>Future Ethics: Climate Change and Apocalyptic Imagination</i>, London and New York, Continuum, 2010</p>	
9	<p>Clean Energy</p> <p>Wind, solar, hydro, nuclear—what is the future of 'clean' energy. What does the move to clean energy mean for nations such as Australia who have relied on the export of coal and uranium? This week we examine the future and viability of the clean energy industry—its benefits and its dangers and importantly environmental problems such as disposing of the related toxic waste from nuclear reactors.</p> <p><i>Required Reading:</i></p> <p>Mark Diesendorf, "Rapid transition to clean energy will take massive social change", <i>The Conversation</i>, May 6, 2016. https://theconversation.com/rapid-transition-to-clean-energy-will-take-massive-social-change-58211</p> <p><i>Other Resources:</i></p> <p>Mark Diesendorf, "Sure, let's debate nuclear power. Just don't call it 'low-emission'", <i>The Conversation</i>, 6 February, 2014, http://theconversation.com/sure-lets-debate-nuclear-power-just-dont-call-it-low-emission-21566</p> <p>Falk, J., Green, J, and Mudd, G, "Australia, Uranium and Nuclear Power", <i>International Journal of Environmental Studies</i>, 2006, 63, 6, 845-858.</p> <p>Denis Normile, "The Pacific swallows Fukushima's fallout", <i>Science</i>, 2013, Vol. 340(6132), 547.</p> <p>Quirin Schiermeier, "Nuclear energy: Defying disaster," <i>Nature</i>, 2011, Vol.472(7344), 505.</p>	<p>Class</p> <p>Guest lecture by Dr Mark Diesendorf</p> <p>Clean Energy Alternatives</p> <p>Essay Preparation</p>
10	<p>Climate Change and Bushfires</p> <p>In the summer of 2019/20 Australia faced a bushfire emergency. Catastrophic fire conditions, including for Sydney, developed early and taxed the resources of the nation. A group of former fire commissioners had tried to warn the Australian government about the coming fire season. But their warnings had fallen on deaf ears. Why are bushfire seasons becoming longer and more dangerous in Australia and why are the warnings of professionals not being heeded?</p> <p><i>Required Reading:</i></p> <p>Climate Council, "The Facts about Bushfires and Climate Change" https://www.climatecouncil.org.au/not-normal-climate-change-bushfire-web/</p> <p>Michelle Grattan, "When the firies call him out on climate change Scott Morrison should listen:", <i>The Conversation</i>, 15 November 2019, https://theconversation.com/grattan-on-friday-when-the-firies-call-him-out-on-climate-change-scott-morrison-should-listen-127049</p>	<p>Class</p> <p>Climate change and bushfires</p>

	<p><i>Other Resources:</i></p> <p>Ross Bradstock, Ian Davies, Owen Price and Geoff Cary, "Effects of Climate Change on Bushfire Threats to Biodiversity, Ecosystem Processes and People in the Sydney Region", <i>New South Wales Department of Environment and Climate Change: Climate Change Impacts and Adaptation Research Project 050831</i>,</p>	
11	<p>Animals and People</p> <p>The complex human relationship with animals is examined to disentangle ideas about nature, the wild and the exotic. This seminar will help you investigate the role of zoos during your visit to Taronga Zoo where the exotic is on display and the human dominance over nature manifests in a concrete form tied up with ideas about conservation, education and imperialism.</p> <p><i>Required Reading</i></p> <p>Anderson, K. (1995). "Culture and Nature at the Adelaide Zoo: At the Frontiers of 'Human' Geography." <i>Transactions of the Institute of British Geographers</i> 20 (3): 275-294.</p> <p><i>Other Resources</i></p> <p>Berger, J. (1980). <i>Why Look at Animals? About Looking</i>. New York, Pantheon.</p> <p>Bishop, R. (2004). "Journeys to the Urban Exotic: embodiment and the zoo-going gaze." <i>Humanities Research</i> 11(1): 106-124.</p>	<p>Class Animals and People</p> <p>Screening of <i>Blackfish</i></p> <p>Online Discussion: Animals and People</p>
12	<p>Final Examination</p> <p>Conclusion/Evaluation.</p> <p>Final Examination.</p>	<p>Class</p> <p>Final Exam.</p>

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

Academic Accommodations: Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of Electronic Equipment in Class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require an

accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

Use of Electronic Translators: In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a "0" (F) grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one session after the due date whichever comes first, after which point a grade of "0" (F) will be given for the assessment.

Behavior during Examinations: During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.