UNSW Course Outline

ZPEM2211 Special Topic in Geography 2 - 2024

Published on the 11 Feb 2024

General Course Information

Course Code : ZPEM2211
Year : 2024
Term : Semester 1
Teaching Period : Z1
Is a multi-term course? : No
Faculty : UNSW Canberra
Academic Unit : UC Science
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : UNSW Canberra at ADFA
Campus : UNSW Canberra
Study Level : Undergraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

From bushfires to biodiversity loss, Australian societies are facing a growing number of environmental challenges. The latest scientific evidence shows that many of these challenges are being accelerated by planetary warming, which has led some commentators to describe

Australia as a nation on the frontline of the unfolding climate emergency. Thanks to recent advances in biological, ecological and meteorological science, we now have a much better understanding of the physical processes associated with Australia's environmental challenges. What is less well understood, however, are the social and cultural dimensions of these challenges and the role these dimensions play in shaping discussions about how we respond.

Informed by key debates in human geography, this course will provide students with a framework that will enable them to identify and analyse the human dimensions of environmental change across a variety of registers, from social identities and cultural imaginaries to political ideologies and economic agendas. Students will gain a critical appreciation of geography's uniquely holistic approach to environmental processes and its significance in bringing together diverse forms of environmental knowledge. Students will also have the opportunity to apply geographical ideas and frameworks to a range of Australian environmental challenges, including greenhouse gas emissions, biodiversity decline, drought, and bushfires.

Course Aims

The aim of the course, using real-world, student-driven case studies, is to develop a critical appreciation of the role of different social, cultural, and political institutions in framing how we understand and thus shaping our capacities to respond to contemporary ecological crises.

Relationship to Other Courses

This course builds upon some of the foundational geographical ideas and concepts introduced in Geography 1A relating to nature, landscape, and human-environment relations, applying these to practical examples of environmental change in Australia.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain the basic properties of a range of contemporary environmental challenges facing Australia and the wider globe.
CLO2 : Investigate the interplay between environmental, economic, cultural and political dimensions of ecological crises and policy making.
CLO3 : Assess the importance of incorporating social considerations into scientific debates on the environment.
CLO4 : Critically analyse different framings and knowledge claims on contemporary ecological crises in Australia.

Course Learning Outcomes	Assessment Item
CLO1 : Explain the basic properties of a range of contemporary environmental challenges facing Australia and the wider globe.	• Critical Discourse Analysis essay • Final Exam
CLO2 : Investigate the interplay between environmental, economic, cultural and political dimensions of ecological crises and policy making.	• Debate and Reflective essay • Final Exam
CLO3 : Assess the importance of incorporating social considerations into scientific debates on the environment.	• Critical Discourse Analysis essay • Debate and Reflective essay • Final Exam
CLO4 : Critically analyse different framings and knowledge claims on contemporary ecological crises in Australia.	• Critical Discourse Analysis essay • Debate and Reflective essay • Final Exam

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Successful completion of this course contributes to the acquisition of UNSW graduate capabilities. UNSW aspires to develop globally focused graduates who are **rigorous scholars**, capable of **leadership** and **professional practice** in an **international** community.

Special Topic in Geography 2 aims to foster and develop students' capacities for critical, analytical, and creative thinking. This, along with the skills to write a clear and scholarly argument supported by relevant disciplinary and inter-disciplinary sources, is consistent with the development of the following attributes expected of UNSW graduates:

1. Able to understand their discipline in its interdisciplinary context.
2. Capable of independent and collaborative enquiry.
3. Rigorous in their analysis, critique, and reflection.
4. Able to apply their knowledge and skills to reframing and solving problems.

Additional Course Information

Enrolment in this course or participation in any activity that is recorded constitutes consent to be recorded during tutorial or other teaching sessions. Recordings will only be used for the purposes of teaching this course. If you do not consent to be recorded, you must notify your course convenor immediately so other arrangements can be made.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Critical Discourse Analysis essay Assessment Format: Individual	20%	Start Date: Week 2 Due Date: Week 4: 18 March - 22 March Post Date: 24/02/2024 12:00 AM
Debate and Reflective essay Assessment Format: Individual	40%	Start Date: Week 8 Due Date: Week 10: 13 May - 17 May, Week 12: 27 May - 31 May
Final Exam Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: Exam Week

Assessment Details
Critical Discourse Analysis essay

Assessment Overview

The Critical Discourse Analysis essay will assess students on their ability to critically examine the platforms through which scientific findings on ecological crises are disseminated to wider publics.

Students will be required to conduct independent research to identify sources discussing the ecological crisis introduced in weeks 2-3. Selecting two of those sources, students will undertake an examination of the language and imagery employed in the texts, paying critical attention to the knowledge claims made through those decision and their possible social effects.

Course Learning Outcomes

- CLO1 : Explain the basic properties of a range of contemporary environmental challenges facing Australia and the wider globe.
- CLO3 : Assess the importance of incorporating social considerations into scientific debates on the environment.
- CLO4 : Critically analyse different framings and knowledge claims on contemporary ecological crises in Australia.

Assessment Length

1,200 words

Assessment information

Use of Generative Artificial Intelligence (AI) - such as ChatGPT - in UNSW Assessments

PLANNING ASSISTANCE: As this assessment task involves some planning or creative

processes, you are permitted to use software to generate initial ideas. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., only occasional AI generated words or phrases may form part of your final submission. It is a good idea to keep copies of the initial prompts to show your lecturer if there is any uncertainty about the originality of your work.

If the outputs of generative AI such as ChatGPT form a part of your submission, it will be regarded as serious academic misconduct subject to the standard penalties, which may include 00FL, suspension and exclusion.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Debate and Reflective essay

Assessment Overview

The second assessment is comprised of two components. The first is a group debate which is designed to assess your ability to discuss and present on one of the four core ecological issues addressed on the course as well as critically examine the different knowledge claims about environmental issues introduced on the course. The second component is a reflective essay which will give you an opportunity to stage your argument in written form and address your individual learning engendered by the exercise

You will work in small groups as a debate team and the reflective essay will be an individual piece of work.

The Canberra-based **field school** – which will take place in Orange Book – will help you prepare ideas and examples that you can use as part of this assessment.

In both components of this assessment, students will be expected to demonstrate evidence of reflective thinking and an ability to present a credible, cogent, and scholarly (i.e. evidenced) argument.

The debate component will take place during the scheduled Lecture and Tutorial sessions in week 10. The reflective essay is due in week 11.

Course Learning Outcomes

- CLO2 : Investigate the interplay between environmental, economic, cultural and political dimensions of ecological crises and policy making.

- CLO3 : Assess the importance of incorporating social considerations into scientific debates on the environment.
- CLO4 : Critically analyse different framings and knowledge claims on contemporary ecological crises in Australia.

<u>Assessment Length</u>

10 minute presentation (group) plus 1,200 word reflective essay (individual)

<u>Assessment information</u>

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<u>Assignment submission Turnitin type</u>

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Final Exam

<u>Assessment Overview</u>

The Final Exam assesses students' capacity to critically evaluate and synthesize key ideas and debates in the social science of environmental crises.

Students will be assessed on their understanding of the course material and readings, evaluating the strength and weaknesses of differing perspectives used to frame and respond to contemporary environmental problems. Students will be expected to demonstrate evidence of reflective thinking and a capacity to present a credible, cogent and scholarly argument.

<u>Course Learning Outcomes</u>

- CLO1 : Explain the basic properties of a range of contemporary environmental challenges facing Australia and the wider globe.
- CLO2 : Investigate the interplay between environmental, economic, cultural and political dimensions of ecological crises and policy making.

- CLO3 : Assess the importance of incorporating social considerations into scientific debates on the environment.
- CLO4 : Critically analyse different framings and knowledge claims on contemporary ecological crises in Australia.

<u>Assessment Length</u>

2 hours

<u>Assessment information</u>

Use of Generative Artificial Intelligence (AI) - such as ChatGPT - in UNSW Assessments

NO ASSISTANCE: It is prohibited to use any software or service to search for or generate information or answers. If its use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

<u>Assignment submission Turnitin type</u>

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

General Assessment Information

In this course, students are required to reference following APA 6 referencing style. Information about referencing styles is available at: https://guides.lib.unsw.adfa.edu.au/c.php?g=472948&p=3246720

As the course assessment tasks involve some planning or creative process, you are permitted to use software to generate initial ideas. However you <u>must</u> develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., only occasional AI generated words or phrases may form part of your final submission. It is a good idea to keep copies of the initial prompts to show your lecturer if there is any uncertainty about the originality of your work. If the outputs of generative AI such as ChatGPT form a part of your submission, it will be regarded as serious academic misconduct and subject to the standard penalities, which may include 00FL, suspension and exclusion.

Unless prior arrangement is made with the lecturer or a formal application for special consideration is submitted, a penalty of 5% of the total available mark for the assessment will apply for each day that an assessment is late up to a maximum of 5 days (120 hours) after which an assessment can no longer be submitted and a grade of 0 will be applied.

Grading Basis

Standard

Requirements to pass course

Students must obtain a final mark of 50% to pass the course. All marks obtained for assessment items during the session are provisional. The final mark as published by the university following the assessment review group meeting is **the only official mark.**

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 26 February - 1 March	Lecture	Introduction to the course
	Tutorial	Understanding geography's 'holistic' approach to environmental change
Week 2 : 4 March - 8 March	Lecture	Bushfires (1)
	Tutorial	The 2019-2020 'Black Summer' bushfires
Week 3 : 11 March - 15 March	Lecture	Bushfires (2)
	Tutorial	Indigenous knowledge in a land of fire
Week 4 : 18 March - 22 March	Lecture	Invasives (1)
	Tutorial	Cane toads in Australia - an 'unnatural' history?
Week 5 : 25 March - 29 March	Lecture	Invasives (2)
	Tutorial	What does it mean for a species to be 'native'?
Week 6 : 1 April - 5 April	Lecture	Water Politics
	Tutorial	Managing Australia's water through cultural flows
Week 7 : 22 April - 26 April	Other	Reading Week (No Lecture)
Week 8 : 29 April - 3 May	Lecture	Drought (1)
	Tutorial	Drought resilience through regenerative agriculture
Week 9 : 6 May - 10 May	Lecture	Drought (2)
	Tutorial	Lived experience and the feeling of drought
Week 10 : 13 May - 17 May	Group Activity	Class Debate
Week 11 : 20 May - 24 May	Lecture	Carbon Cultures
	Tutorial	Understanding Australia's love affair with fossil fuels
Week 12 : 27 May - 31 May	Lecture	Extreme Heat
	Tutorial	The uneven geographies of heat
Week 13 : 3 June - 7 June	Lecture	Conclusion

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Resources

Prescribed Resources

There is no set textbook for this course. Instead, required weekly readings will be available through the 'Tutorial Readings' links on the course Moodle page and should be completed before

that week's tutorial. A comprehensive list of further readings is included in the Course Handbook, which is also available to download on the course Moodle page.

Course Evaluation and Development

One of the key priorities in the 2025 Strategy for UNSW is a drive for academic excellence in education. One of the ways of determining how well UNSW is progressing towards this goal is by listening to our own students. Students will be asked to complete the myExperience survey towards the end of this course.

Students can also provide feedback during the semester via: direct contact with the lecturer, the "On-going Student Feedback" link in Moodle, Student-Staff Liaison Committee meetings in schools, and informal feedback conducted by staff during tutorials. Student opinions really do make a difference. Refer to the Moodle site for this course to see how the feedback from previous students has contributed to the course development.

Important note: Students are reminded that any feedback provided should be constructive and professional and that they are bound by the Student Code of Conduct Policy:

https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Tom Roberts		Building 22, Room 336 (Level 1)	+61 2 5114 5028		No	Yes

Other Useful Information

Academic Information

Course Evaluation and Development

One of the key priorities in the 2025 Strategy for UNSW is a drive for academic excellence in education. One of the ways of determining how well UNSW is progressing towards this goal is by listening to our own students. Students will be asked to complete the myExperience survey towards the end of each course.

Students can also provide feedback during the semester via: direct contact with the lecturer, the

"On-going Student Feedback" link in Moodle, Student-Staff Liaison Committee meetings in schools, informal feedback conducted by staff, and focus groups (where applicable). Student opinions really do make a difference. Refer to the Moodle site for your course to see how the feedback from previous students has contributed to the course development.

Important note: Students are reminded that any feedback provided should be constructive and professional and that they are bound by the Student Code of Conduct.

https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf

Equitable Learning Services (ELS)

Students living with neurodivergent, physical and/or mental health conditions or caring for someone with these conditions may be eligible for support through the Equitible Learning Services team. Equitable Learning Services is a free and confidential service that provides practical support to ensure your mental or physical health conditions do not adversely affect your studies.

Our team of dedicated **Equitable Learning Facilitators** (ELFs) are here to assist you through this process. We offer a number of services to make your education at UNSW easier and more equitable.

Further information about ELS for currently enrolled students can be found at: https://www.student.unsw.edu.au/equitable-learning

Academic Honesty and Plagarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to this principle of academic integrity. All students are expected to adhere to UNSW's Student Code of Conduct. Find relevant information at: Student Code of Conduct (unsw.edu.au)

Plagiarism undermines academic integrity and is not tolerated at UNSW. It is defined as using the words or ideas of others and passing them off as your own, and can take many forms, from deliberate cheating to accidental copying from a source without acknowledgement.

For more information, please refer to the following:

https://student.unsw.edu.au/plagiarism

Submission of Assessment Tasks

Special Consideration

Special Consideration is the process for assessing and addressing the impact on students of short-term events, that are beyond the control of the student, and that affect performance in a specific assessment task or tasks.

Applications for Special Consideration will be accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause;
- The circumstances are unexpected and beyond the student's control;
- The circumstances could not have reasonably been anticipated, avoided or guarded against by the student; and either:

    (i) they occurred during a critical study period and was 3 consecutive days or more duration, or a total of 5 days within the critical study period; or

    (ii) they prevented the ability to complete, attend or submit an assessment task for a specific date (e.g. final exam, in class test/quiz, in class presentation)

Applications for Special Consideration must be made as soon as practicable after the problem occurs and at the latest within three working days of the assessment or the period covered by the supporting documentation.

By sitting or submitting the assessment task the student is declaring that they are fit to do so and cannot later apply for Special Consideration (UNSW 'fit to sit or submit' requirement).

Sitting, accessing or submitting an assessment task on the scheduled assessment date, after applying for special consideration, renders the special consideration application void.

Find more information about special consideration at: https://www.student.unsw.edu.au/special/consideration/guide

Or apply for special consideration through your MyUNSW portal.

Late Submission of assessment tasks (other than examinations)

UNSW has a standard late submission penalty of:

- 5% per day,

- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

Electronic submission of assessment

Except where the nature of an assessment task precludes its electronic submission, all assessments must be submitted to an electronic repository, approved by UNSW or the Faculty, for archiving and subsequent marking and analysis.

Release of final mark

All marks obtained for assessment items during the session are provisional. The final mark as published by the university following the assessment review group meeting is the only official mark.