



EVST12014 Australian Environmental History

Term 2 - 2024

Profile information current as at 30/06/2024 02:55 am

All details in this unit profile for EVST12014 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

In this unit you will examine the interaction between people and the environment in the Australian setting from a historical perspective. You will explore the underlying reasons why and how successive generations have used, shaped and impacted the natural environment, noting their goals, values and technologies. You will develop skills in using environmental histories as a means of problem solving for better resource management, environmental protection 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

Prerequisite: Minimum of 18 Units of Credit

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 - 2024

- 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. **Annotated bibliography**

Weighting: 35%

2. **Essay**

Weighting: 40%

3. **Presentation**

Weighting: 25%

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](#).

Unit Learning Outcomes

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

1. Explain the uses and values of environmental history
2. Interpret a range of human-nature interactions on the Australian continent from pre-European times to the present
3. Locate, analyse and apply historical evidence to understand the evolution and resolution of an environmental issue as well as nurturing processes such as 'stakeholder empowerment' in environmental protection.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Presentation - 25%	•	•	
2 - Annotated bibliography - 35%		•	•
3 - Essay - 40%	•		•

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			

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 style: [Turabian](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Joe Collins Unit Coordinator
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Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
What is environmental history and what are its uses?	Dovers, Stephen. "Still settling Australia: environment, history, and policy." in <i>Environmental History and Policy: Still Settling Australia</i> , edited by Stephen Dovers, 2-23. Melbourne: Oxford University Press, 2000. O'Connor, James. "What is environmental history? Why environmental history?" <i>Capitalism Nature Socialism</i> 8, no. 2 (1997): 3-29.	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
When does environmental history begin and end?	Gammage, Bill. "Fire in 1788: the closest ally." <i>Australian Historical Studies</i> 42, no. 2 (2011): 277-288. Constantine IV, M., A.N. Williams, A. Francke, H. Cadd, M. Forbes, T.J. Cohen, X. Zhu, S.D. Mooney. "Exploration of the Burning Question: A Long History of Fire in Eastern Australia with and without People." <i>Fire</i> 6, no. 4 (2023): 152-162.	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Imaginary environment: early European perceptions of, and impact on, the Australian environments

Quinn, Michael. "Past and present: managing the Western Division of New South Wales." in *Environmental History and Policy: Still Settling Australia*, edited by Stephen Dovers, 243-257. Melbourne: Oxford University Press, 2000.
 Bonyhady, Tim. "An Australian Public Trust." in *Environmental History and Policy: Still Settling Australia*, edited by Stephen Dovers, 258-272. Melbourne: Oxford University Press, 2000.

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Historical environmental problems	Wasson, Robert, and Aleksey Sidorchuk. "History for soil conservation and catchment management." in <i>Environmental History and Policy: Still Settling Australia</i> , edited by Stephen Dovers, 97-117. Melbourne: Oxford University Press, 2000. Bradsen, John. "Soil conservation: history, law, and learning." in <i>Environmental History and Policy: Still Settling Australia</i> , edited by Stephen Dovers, 273-298. Melbourne: Oxford University Press, 2000.	Assessment Task 1: Annotated Bibliography due on Wednesday 31st of July before 11.45pm Annotated Bibliography Due: Week 4 Wednesday (31 July 2024) 11:45 pm AEST

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Dams and damnation: inland waters management practices and the role of environmental history	Powell, J.M. "Snakes and cannons: water management and the geographical imagination in Australia." in <i>Environmental History and Policy: Still Settling Australia</i> , edited by Stephen Dovers, 47-73. Melbourne: Oxford University Press, 2000. Roberts, Jane, and Geoff Sainty. "Oral history, ecological knowledge, and river management." in <i>Environmental History and Policy: Still Settling Australia</i> , edited by Stephen Dovers, 118-145. Melbourne: Oxford University Press, 2000.	

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Mid-term break		

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Estuarine mitigation strategies in Queensland and the role of environmental history	Danaher, Mike. "Reconciling foreshore development and dune erosion on three Queensland beaches: an historical perspective." <i>Environment and History</i> 11, no. 4 (November 2005): 447-74.	

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Forest management and the role of environmental history	Lindenmayer, David B. "Using environmental history and ecological evidence to appraise management regimes in forests." in <i>Environmental History and Policy: Still Settling Australia</i> , edited by Stephen Dovers, 74-96. Melbourne: Oxford University Press, 2000.	

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
History of environmental policy making and legislation in Australia	Holmes, John. "Pastoral lease tenures as policy instruments, 1847-1997." in <i>Environmental History and Policy: Still Settling Australia</i> , edited by Stephen Dovers, 212-242. Melbourne: Oxford University Press, 2000.	Essay due on Wednesday the 4th of September before 11.45pm ESSAY Due: Week 8 Wednesday (4 Sept 2024) 11:45 pm AEST

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
History of Australia's environment movement	Robin, Libby. "Biological diversity as a political force in Australia." in <i>A history of environmentalism: local struggles, global histories</i> , edited by Marco Armiero and Lise Sedrez, 39-56. London: Bloomsbury, 2014.	

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Museums interpreting environmental histories	Lane, Ruth. "Environmental history in museums: objects, subjects, and narratives." in <i>Environmental History and Policy: Still Settling Australia</i> , edited by Stephen Dovers, 192-211. Melbourne: Oxford University Press, 2000.	

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Environmental history as an agent for community involvement	Johnston, W. Ross. "An environmental education for a local community: knowing the Border Ranges." in <i>Environmental History and Policy: Still Settling Australia</i> , edited by Stephen Dovers, 146-164. Melbourne: Oxford University Press, 2000. Nursey-Bray, Melissa. "Community histories and participation in environmental management." in <i>Environmental History and Policy: Still Settling Australia</i> , edited by Stephen Dovers, 165-191. Melbourne: Oxford University Press, 2000.	Oral presentations due on Wednesday 25th of September by 11.45pm Presentation Due: Week 11 Wednesday (25 Sept 2024) 11:45 pm AEST

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessing the benefits of environmental history as a policy tool in natural resource management	Frankopan, Peter. "Chapter 24: on the edge of ecological limits (c.1990-today)." in <i>The earth transformed: an untold history</i> . London: Bloomsbury, 2022.	

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Annotated Bibliography

Assessment Type

Annotated bibliography

Task Description

Students are required to produce an annotated bibliography that demonstrates critical engagement with a total of 4 scholarly sources chosen from the learning materials across 4 different weekly topics.

Each source requires 5 annotations, with the format of the document detailed in the supplementary material for this assessment task on the Moodle site.

The purpose of this assessment task is to provide the research foundation for the essay (Assessment 2), which is due in week 8.

Format of bibliography document

This assessment task requires students to submit one document that must include the following:

1. The weekly topic title.
2. Bibliographic details of the journal article that has been read and annotated, cited in the Turabian referencing style.
3. Five (5) quotations transcribed verbatim from the journal article with page number in brackets.
4. Each of the 5 quotations must include a short reflection (approximately 100 words) that indicates why the quotation is of interest to the reader. This reflection should appear immediately below the quotation, as per the exemplar document that is provided in the assessment tile on the Moodle site.

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- Gen AI may only be used as specified in the assignment instructions.

Please refer to the Moodle Assessment tile for specific details.

Assessment Due Date

Week 4 Wednesday (31 July 2024) 11:45 pm AEST

Return Date to Students

Vacation Week Wednesday (14 Aug 2024)

Weighting

35%

Assessment Criteria

Word limit

The total word limit for the annotated bibliography document is 2000 words (+ or - 10%). This total is comprised of approximately 100 words of reflection per scholarly source. The word count applies to the reflections only and excludes all words that do not appear in the reflections - i.e., the citations, quotations, title page and anything else outside of the reflections are excluded from the word count.

Students must choose scholarly sources from those provided in the weekly topic tiles on the Moodle site. Four (4) sources in total must be chosen for the annotated bibliography and each source must be from a different weekly topic.

Students are not permitted to choose multiple sources from one weekly topic.

Upload your assessment as a Word document, 12 point Times New Roman font, single spaced.

Assessment Criteria

The source review document will be evaluated according to the following criteria:

1. Comprehension - has the student demonstrated comprehension of the key thesis articulated in the article as evident in their choice of quotations?

2. Critical engagement - has the student engaged critically with the key claims in the article as evident in their

annotations attached to at least 5 quotations per journal article?

3. Clarity of exposition - has the student exercised discretion in their choice of quotations as evident in the concise and succinct annotation attached to the quote?

Referencing Style

- [Turabian](#)

Submission

Online

Learning Outcomes Assessed

- Interpret a range of human-nature interactions on the Australian continent from pre-European times to the present
- Locate, analyse and apply historical evidence to understand the evolution and resolution of an environmental issue as well as nurturing processes such as 'stakeholder empowerment' in environmental protection.

2 ESSAY

Assessment Type

Essay

Task Description

Students are required to prepare an essay that responds to the question below.

Word count: 2250 words maximum

WORD COUNT for written assignments: The word count is considered from the first word of the Introduction to the last word of the Conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

An exemplar document and further details on the formatting of the document will be available in the assessment tile on the Moodle site.

Essay Question

Please reflect on O'Connor's definition of environmental history.

environmental history is the study of how human agency shapes and modifies "nature" and constructs built environments and spatial configurations, and how natural and cultural environments both enable and constrain human material activity, and, conversely, how human activity both enables and constrains cultural development and "nature's economy."

James O'Connor, "What is environmental history? Why environmental history?" *Capitalism Nature Socialism* 8, no. 2 (1997): 9.

The task at hand is critically evaluate O'Connor's characterisation by locating it in relation to subsequent claims about the purpose and method of environmental history. In so doing, the essay must assert a position regarding the most appropriate form of analysis for explicating one aspect of environmental history that affects the community you inhabit. The essay must do the following:

1. Critically engage with the historiography of environmental history (i.e., the history of environmental history) since O'Connor's intervention in 1997;
2. Articulate an approach to environmental history that is appropriate for grappling with an issue affecting the community the student inhabits;
3. Demonstrate the analytical utility of this approach by offering an environmental history of the student's local community with the aim of explicating the environmental issue chosen in part 2.

Assessment Format

Students are expected to follow the essay-writing and Turabian referencing guides in addition to the format and style of the exemplar document provided in the assessment tile on the Moodle site.

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- Gen AI may only be used as specified in the assignment instructions.

Please refer to the Moodle Assessment tile for specific details.

Assessment Due Date

Week 8 Wednesday (4 Sept 2024) 11:45 pm AEST

Return Date to Students

Week 10 Wednesday (18 Sept 2024)

Weighting

40%

Assessment Criteria

Assessment Criteria

The essays are marked on three principle criteria that can be summarised as CREW. This stands for: Content, Research, and Essay Writing.

Content:

- presentation of accurate, relevant and unbiased historical evidence
- evidence that the relevant(s) lecture has been listened to

Research (and referencing):

- evidence drawn primarily from scholarly texts
- acknowledgement of all sources of ideas/evidence (footnote) and any quotations (footnote and quote marks)
- correct use of the Turabian referencing style

Essay Writing:

- meeting the required number of words, the bulk of which should be own wording
- logical structure/organisation of ideas
- clear, concise and correct written English
- presentation in formal essay style and layout

Referencing Style

- [Turabian](#)

Submission

Online

Learning Outcomes Assessed

- Explain the uses and values of environmental history
- Locate, analyse and apply historical evidence to understand the evolution and resolution of an environmental issue as well as nurturing processes such as 'stakeholder empowerment' in environmental protection.

3 Presentation

Assessment Type

Presentation

Task Description

Students are required to prepare and deliver a 5-7 minute oral presentation that reflects on the feedback from their essay and offers a response to the following question:

What are the limitations to the analysis you offered on the environmental history of your community? What advice would you offer to those seeking to address those limitations, or research gaps, in future environmental histories of your community?

The oral presentation must elaborate three (3) suggestions for addressing the limitations of the analysis they offered in their essay (assessment 2).

The presentation is to be recorded directly into the submission portal for this assessment on the Moodle site. Detailed instructions on how to submit the presentation will be included in the assessment tile on the Moodle site.

Use of Generative Artificial Intelligence agents (Gen AI)

Within this assessment, the use of Gen AI agents is as follows:

- Gen AI may only be used as specified in the assignment instructions.

Please refer to the Moodle Assessment tile for specific details.

Assessment Due Date

Week 11 Wednesday (25 Sept 2024) 11:45 pm AEST

Return Date to Students

Review/Exam Week Wednesday (9 Oct 2024)

Weighting

25%

Assessment Criteria

Assessment Criteria

The presentation will be assessed according to the following criteria:

1. Clarity - how clearly have the ideas that inform the argument in the presentation been articulated?
2. Coherence - the presentation should entail at least three (3) suggestions for addressing at least one (1) limitation of

the analysis offered in the essay (assessment 2). The limitation must be derived from the feedback for the essay but it can be modified upon further reflection for the purposes of developing the suggestions for further study.

3. Concision - has the presentation articulated a coherent set of at least three (3) suggestions for further study, addressing at least one (1) limitation of the analysis offered in the essay (assessment 2), using precise language and in an engaging manner with brevity.

Referencing Style

- [Turabian](#)

Submission

Online

Learning Outcomes Assessed

- Explain the uses and values of environmental history
- Interpret a range of human-nature interactions on the Australian continent from pre-European times to the present

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