



SDNY GEOG 3390
People, Place and Culture: Environmental Debates in Australia, New Zealand and the Pacific

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 MyEDUCATION 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. Field Class Report	20%	1, 2, 3, 4, 5
3. Class Presentation and Facilitation	20%	1, 2, 5
4. Research Paper	30%	1, 2, 3, 4, 5
5. Final Exam	20%	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 Presentations. 20 minutes. 20%

Students will lead discussions in class on the readings for the week. Choose two of the readings and come prepared with questions and points of discussion for the group. 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. Topics and dates will be allocated in Week 1.

Field Study Report. 1000 words. 20%.

Choose one field trip and write a report outlining the main features explained relating humans to their environment. More details will be given in class.

Research Essay. 2000 words. 35%.

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. 15%

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 Faculty 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

Seminar	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-Clio, 2005. Chapters one and two.</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>

	<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>	
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.</p> <p>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>Pre-European Maori—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.</p> <p>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>Screening of "The Future Eaters"</p> <p>Online: Discussion Forum: Encounters</p>
3	<p>Field Class: Aboriginal Culture and Heritage</p> <p>The land around Sydney Harbour is where the modern transformation of the Australian continent began and can be regarded as the 'first frontier' between Aboriginal and European societies. As a consequence, it was the site of the earliest impact of European settlement on the Australian environment. Prior to this Aboriginal Australians changed the landscape during their tens of thousands of years of occupation. Some of the uses of Australian flora and fauna will be outlined as well as evidence of traditional occupation and the relationship of Aboriginal people to 'country'. This field class can be used for your field study assessment.</p>	<p>Field Class</p> <p>Sydney Botanic Gardens</p>
4	<p>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</p>	<p>Class</p> <p>Lecture: Imperial Legacies</p>

	<p>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.</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 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>George Seddon, <i>Landprints: Reflections on Place and Landscape</i>, Cambridge, Cambridge University Press, 1997.</p>	<p>Online Discussion Forum: Imperial legacies</p>
5	<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 leads into our field trip 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." <u><i>Transactions of the Institute of British Geographers</i> 20(3): 275-294.</u></p> <p><i>Other Resources</i></p> <p>Berger, J. (1980). Why Look at Animals? <u><i>About Looking</i></u>. New York, Pantheon.</p> <p>Bishop, R. (2004). "Journeys to the Urban Exotic: embodiment and the zoo-going gaze." <u><i>Humanities Research</i> 11(1): 106-124.</u></p>	<p>Class Guest Lecture: Dr Rebecca Bishop Animals and People</p> <p>Screening of <i>Blackfish</i></p> <p>Online Discussion: Animals and People</p>
6	<p>Field Class: Animals and People</p>	<p>Field Class</p>

	<p>On this field class we examine the human relationship with nature, animals and wilderness. We question the place of humans in relation to other species and the modern concepts under which zoos operate. This field class can be used for your field study assessment task.</p>	Taronga Zoo
	MID-SEMESTER BREAK	No Class
7	<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>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><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>Denis Normile, “The Pacific swallows Fukushima’s fallout”, <i>Science</i>, 2013, Vol. 340(6132), p547</p> <p>Schiermeier, Quirin, “Nuclear energy: Defying disaster,” <i>Nature</i>, 2011, Vol.472(7344), p505.</p> <p><i>Field Class Assignment Due</i></p>	<p>Class</p> <p>Guest Lecture by Dr Mark Diesendorf</p> <p>Student-led Discussion</p>
8	<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 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>Class:</p> <p>Lecture: Urban Environments.</p> <p>Student-led discussion</p> <p>Online Discussion Forum: Biophilic Cities</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>Research Essay Due</p>	
9	<p>Transforming Landscapes: Mining and resources.</p> <p>Mining has had a major impact on environments. From the gold rushes to bauxite mining and coal seam gas fracking, this week we examine the transformations brought about by these extractive industries.</p> <p><i>Required Reading:</i></p> <p>Choose one area of interest from: Australia: Fleming, D. A., and T. G. Measham, "Local economic impacts of an unconventional energy boom: the coal seam gas industry in Australia." <i>Australian Journal of Agricultural and Resource Economics</i>: January, 2014. g</p> <p>Or</p> <p>de Rijke, K. (2013) "The Agri-Gas Fields of Australia: Black Soil, Food, and Unconventional Gas" <i>Culture, Agriculture, Food and Environment</i> 35(1): 41-53.</p> <p>New Zealand: Terry Hearn, "Mining the Quarry", in Eric Pawson and Tom Brooking, <i>Making a New Land: Environmental Histories of New Zealand</i>, Otago University Press, 2013, pp 106-121.</p> <p>Pacific: David Hyndman, "A Sacred Mountain of Gold: The Creation of a Mining Resource Frontier in Papua New Guinea", in J.R. McNeill, <i>Environmental History in the Pacific World</i>, Ashgate, 2001, pp 289-307.</p>	<p>Class</p> <p>Lecture: Transforming Landscapes</p> <p>Student-led Discussion</p> <p>Online Discussion forum: Transforming Landscapes</p>
10	<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 Malcolm Turnbull 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>Class</p> <p>Lecture: Climate Change</p> <p>Student-led Discussion</p> <p>Screening of "When Sun Come Up"</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>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>	<p>Online Discussion Forum: Climate Change</p>
11	<p>Disaster</p> <p>Human vulnerability to nature is brought into focus during cataclysmic events. Due to climate change, the Pacific region is becoming more prone to extreme climate events such as drought, wildfire, cyclones and flooding. In Australia, fires that have caused overwhelming devastation and loss of life are named--Black Saturday (February 2009), Ash Wednesday in 2003, Black Tuesday in 1967. In New Zealand it is major floods and on Pacific Islands cyclonic storms that are remembered. The way humans have dealt with fire, flood and storms tells us much about human responses to, and interactions with, nature.</p> <p><i>Required Reading:</i></p> <p>David John Karoly and Sarah Boulter, "Afterword: floods, storms, fire and pestilence: disaster risk in Australia during 2010-2011", in Sarah Boulter, Jean Palutikof, David John Karoly, Daniela Guitart, (eds), <i>Natural disasters and adaptation to climate change</i>, Cambridge: Cambridge University Press, 2013.</p> <p><i>On-line forum.</i> Black Friday website. http://www.abc.net.au/blackfriday/story/default.htm</p> <p>This interactive website examines the catastrophic Black Friday bushfires in Victoria in 1939. On Friday January 13 a firestorm swept through the mountains, engulfing towns and settlements. Considered in terms of both loss of property and loss of life, the 1939 fires were one of the worst disasters to have occurred in Australia and certainly the worst bushfires since European settlement up to that time. Listen to the stories of survivors, read the evidence provided to the Royal Commission, assess the views of historians, bushfire fighters and scientists. Then, using the online forum, post your answers to the questions below and comments on the stories told on the Black Friday website.</p> <p><i>Tutorial Questions:</i> What happened on Black Friday? What are the competing interpretations of the fire between</p>	<p>Class</p> <p>Lecture: Disaster Screening of <i>When a City Falls</i></p> <p>Online: Black Friday Website</p>

	<p>bush/country people and urban dwellers? What did Tom Griffiths mean when he said he wasn't sure if Black Friday was natural or cultural? What is the relationship between nature and human beings in times of natural catastrophe?</p> <p><i>Other Resources:</i> Linda Courtenay Botterill and Donald A. Wilhite (eds), <i>From disaster response to risk management : Australia's national drought policy</i>, Dordrecht: Springer, 2005.</p> <p>Don Garden, <i>Droughts, Floods and Cyclones: El Niños that shaped our colonial past</i>, Melbourne, Australian Scholarly Publishing, 2009.</p> <p>Griffiths, Tom. 2009. "“An unnatural disaster”? Remembering and forgetting bushfire'. <i>History Australia</i> 6 (2): pp. 35.1 to 35.7. DOI: 10.2104/ha090035.</p> <p>Ted Talk on Adaptation: Vicki Arroyo, executive director of the Georgetown Climate Center, on planning for climate change in our cities. http://video.ted.com/talk/podcast/2012G/None/VickiArroyo_2012G-480p.mp4</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. 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 read assignments BEFORE the class, and come in on time. Attendance is mandatory and is taken at the beginning of every class.

Missing classes for medical reasons

If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) know at least one hour in advance of your class or meeting by emailing jmiller@capa.org. Note that calling the CAPA Center on 02 9217 5977 is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

Class Participation

Participation is a vital part of your grade: students are expected to participate orally in seminars 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 in the class will not be tolerated.

Academic Integrity

The faculty expects from you, the student, a high level of responsibility and academic honesty. 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 his

or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

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 you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

Late Submission

Late submission of papers due, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request 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 full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behavior during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you 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.

Research Essay Questions.

1. Examine the role of indigenous peoples in changing their environment pre European settlement. Choose one or two examples from Australia, New Zealand and/or the Pacific.
 - Atholl Anderson, "A Fragile Plenty: Pre-European Maori and the New Zealand Environment", in Eric Pawson and Tom Brooking, *Making a New Land: Environmental Histories of New Zealand*, Otago University Press, 2013, pp 35-51.
 - Jarrod Diamond, *Collapse: How societies choose to fail or succeed*, Penguin, New York, 2005.
 - Jarrod Diamond and James Robinson (eds), *Natural Experiments in History*, Cambridge (MA), Harvard University Press, 2010.
 - Tim Flannery, *The Future Eaters: An ecological History of the Australasian Lands and Peoples*, Port Melbourne, Reed Books, 1994.
 - Don Garden, *Australia, New Zealand and the Pacific: An Environmental History*, Santa Barbara, ABC-Clio, 2005.
 - D.R. Horton, "The burning question: Aborigines, fire and ecosystems", *Mankind*, vol 13, 1982, pp 237-51.
 - I. Keen, *Aboriginal economy & society: Australia at the threshold of colonization*, South Melbourne, Vic. : Oxford University Press, 2004.
 - John McNeill, "Of Rats and Men: A Synoptic Environmental History of the Island Pacific", in J.R. McNeill (ed) *Environmental History in the Pacific World*, Ashgate, 2001.
 - Patrick Nunn, "Environmental Catastrophe in the Pacific Islands around A.D. 1300", *Geoarchaeology: An International Journal*, 15, 7, 2000.
 - Patrick Nunn, "Ecological Crises or Marginal Disruptions: The Effects of the First Humans on Pacific Islands", *New Zealand Geographer*, vol 57, no 2. 2001.
2. What has been the role of disease in colonization? Take two case studies and compare how disease aided and abetted European colonisers in new lands and explain why. At least one of these case studies should be from Australia, New Zealand or the Pacific.
 - N.G. Butlin, *Maccassans and Aboriginal Smallpox: the '1789' and '1829' epidemics*, Canberra, Australian National University, 1984.

- Judy Campbell, *Invisible Invaders: Smallpox and other diseases in Aboriginal Australia*, Carlton South, Melbourne University Press, 2002.
 - Alfred W. Crosby, *The Colombian Exchange*, Westport, Praeger Publishers, 2003.
 - Alfred W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*, 2004.
 - Jared Diamond, *Guns, Germs and Steel: The Fates of Human Societies*, W.W. Norton, 1994.
 - Stephen J. Kunitz, *The European Impact on the Health of Non-Europeans*, New York, Oxford University Press, 1994.
 - G. Patterson, *The mosquito crusades: a history of the American anti-mosquito movement from the Reed Commission to the first Earth Day*, New Brunswick, NJ, Rutgers University Press, 2009.
 - Ian Pool, "Death rates and life expectancy - Effects of colonisation on Māori", *Te Ara - the Encyclopedia of New Zealand*, updated 13-Jul-12 . <http://www.TeAra.govt.nz/en/death-rates-and-life-expectancy/>
 - Jim Poulter, *Red Hot Echidna Spikes are Burning Me: The Smallpox Holocaust that swept Aboriginal Australia*, Templestowe, Red Hen Enterprises, 2014.
 - N. Wolfe, C. Panosian and J. Diamond, "Origins of Major Human Infectious Diseases", *Nature*, 2007, 447, 279-283.
3. How have European systems of agriculture, pastoralism and/or fishing impacted on the environment? Choose one or two examples from Australia, New Zealand and /or the Pacific Islands to illustrate your answer.

- Neil Barr and John Cary, *Greening a Brown Land: The Australian Search for Sustainable Land Use*, South Melbourne, Macmillan Education Australia, 1992.
- Tom Brooking and Eric Pawson, *Seeds of Empire: The Environmental Transformation of New Zealand*, London, I.B. Tauris, 2011.
- Tom Brooking and Vaughan Wood, "The Grasslands Revolution Reconsidered", in Eric Pawson and Tom Brooking, *Making a New Land: Environmental Histories of New Zealand*, Otago University Press, 2013, pp193-208.
- Kyle Van Houtan, Louren McClenachan and John N. Kittinger, "Seafood Menus Reflect Long-term Ocean Changes", *Frontiers in Ecology and the Environment*, August 2013, pp289-90. <http://www.centerforoceansolutions.org/sites/default/files/Van%20Houtan%20et%20al%202013.pdf>
- Don Garden, *Droughts, Floods and Cyclones: El Niños that shaped our colonial past*, North Melbourne, Australian Scholarly Publishing, 2009.
- N.J. Gill, "The Contested Domain of Pastoralism: Landscape, Work and Outsiders in Central Australia", in D.B. Rose and A. Clarke, (eds), *Tracking Knowledge—North Australian Landscapes: Studies in Indigenous Settler Knowledge Systems*, North Australian Research Unit, Darwin, 1997, pp 50-67.
- Rodney Harrison, *Shared Landscapes: Archaeology of Attachment and the Pastoral Industry in New South Wales*, Sydney, University of NSW Press, 2004.
- William Lines, *Taming the Great South Land*, Angus & Robertson, 1991.
- Michael Roche, "An Interventionist State: 'Wise use' forestry and soil conservation", in Eric Pawson and Tom Brooking, *Making a New Land: Environmental Histories of New Zealand*, Otago University Press, 2013, pp 209-225.
- Bruce Wildblood-Crawford, "Grasslands Utopia and *Silent Spring*: Rereading the Agrichemical Revolution in New Zealand", *New Zealand Geographer*, 62, 1, 2006, pp 65-72.
- Useful websites: <http://www.afma.gov.au>; <http://www.marineconservation.org.au/pages/overfishing.html>; <http://www.greenpeace.org/australia/en/what-we-do/oceans/>; http://www.wwf.org.au/our_work/saving_the_natural_world/oceans_and_marine/marine_threats/overfishing/

4. What is wilderness and how is it related to environmentalism from the 1960s on? Discuss with reference to two or three environmental campaigns in Australia and/or New Zealand and/or the Pacific.
- Mick Abbott and Richard Reeve, (eds), *Wild Heart: The Possibility of Wilderness in Aotearoa New Zealand*, Dunedin, Otago University Press, 2011.
 - Deborah Bird Rose, *Nourishing Terrains: Australian Aboriginal Views of Landscape and Wilderness*, Australian Heritage Commission, 1996.
 - Verity Burgmann, *Power and Protest: Movements for Social Change in Australian Society*, Allen & Unwin, 1993, Chapter 4.
 - William Cronon, "The trouble with Wilderness", in William Cronon, *Uncommon Ground: Rethinking the Human Place in Nature*, New York, Norton and Co., 1996.
 - Melissa Harper, "1 July 1983. Saving the Franklin River: The Environment Takes Centre Stage" in Martyn Crotty and David Roberts (eds), *Turning Points in Australian History*, Sydney, UNSW Press, pp 211-223.
 - Drew Hutton and Libby Connors, *A History of the Australian Environment Movement*, Melbourne, Cambridge University Press, 1999.
 - Marcia Langton, 'The European Construction of Wilderness', *Wilderness News*, Summer, 1995/96, No. 143.
 - William Lines, *Patriots: Defending Australia's Natural Heritage*, University of Queensland Press, 2006.
 - Eric Pawson, 'The Meanings of Mountains', in Eric Pawson and Tom Brooking, *Making a New Land: Environmental Histories of New Zealand*, Otago University Press, 2013, pp 158-173.
5. How has the frontier shaped character? Compare the US example with either Australia or New Zealand.
- Warwick Anderson, *The Cultivation of Whiteness: Science, Health and Racial Destiny in Australia*, Melbourne University Press, 2002.
 - James Belich, *Paradise Reforged: A History of the New Zealanders From the 1880s to the Year 2000*, Auckland, Penguin, 2001.
 - Tom Brooking, *Lands for the People? The Highland Clearances and the Colonisation of New Zealand: A Biography of John McKenzie*, Dunedin, University of Otago Press, 1996.
 - Ann Curthoys, 'Expulsion, Exodus and Exile in White Australian Historical Mythology', *Journal of Australian Studies*, 61, 1999, pp 1-18.
 - Frederick Jackson Turner, *The Frontier in American History*, New York, Henry Holt, 1921. <http://www.gutenberg.org/files/22994/22994-h/22994-h.htm>
 - Allan Kulikoff. *From British Peasants to Colonial American Farmers*, The University of North Carolina Press, 2000, <http://www.questia.com/read/101453309?title=From%20British%20Peasants%20to%20Colonial%20American%20Farmers>
 - Richard W. Slatta, "Taking Our Myths Seriously." *Journal of the West*, 40, 3, 2001, pp 3-5.
 - David Walker, 'The Curse of the Tropics', in Tim Sherratt, Tom Griffiths and Libby Robin, (eds) *A Change in the Weather: Climate and Culture in Australia*, National Museum of Australia Press, 2005, pp 92-101.
 - David Walker, "Climate, Civilisation and Character in Australia, 1880-1940", *Australian Cultural History*, 16, 1997/98, pp 77-95.
 - Russell Ward, *The Australian Legend*, Oxford University Press, 1996.
 - Richard White, *Inventing Australia: Images and Identity, 1688-1980*, Allen & Unwin, 1996.
6. In what ways did the Green Bans Movement demonise developers and promote environmental concerns as universal to all classes? Discuss in relation to the role of Jack Munday in mobilizing trade unionists in defence of the environment.

- Verity Burgmann and Meredith Burgmann, "A rare shift in public thinking': Jack Munday and the New South Wales Builders Labourers' Federation', *Labour History*, 77, November 1999.
 - Verity Burgmann and Meredith Burgmann, *Green Bans, Red Union: Environmental Activism and the New South Wales Builders Labourer's Federation*, UNSWP, 1998.
 - Joan Croll, *The Battlers for Kelly's Bush*, Circus, Sydney, 1996.
 - Peter Ferguson, "Patrick White, green bans and the rise of the Australian new left", *Melbourne Historical Journal*, 37, 2009, pp 73-83.
 - Marion Hardman and Peter Manning, *Green Bans: The Story of an Australian Phenomenon*, Australian Conservation Foundation, 1974-75.
 - Drew Hutton and Libby Connors, *A History of the Australian Environment Movement*, Melbourne, Cambridge University Press, 1999.
 - Jack Munday, *Green Bans and Beyond*, Angus & Robertson, Sydney, 1981.
7. Assess political action to combat climate change. Explain why policies are so difficult for governments to "sell". You can compare the US with Australia and/or New Zealand/ and/or the Pacific.
- Dipesh Chakrabarty, "The Climate of History: Four Theses", *Critical Inquiry*, Winter 2009, pp 197-222.
<http://cumberland.vanderbilt.edu/manage/wp-content/uploads/2011/04/Chakrabarty.pdf>
 - Deserai A. Crow and Maxwell T. Boykoff, *Culture, Politics and Climate Change: How Information Shapes our Common Future*, New York, Routledge, 2014.
 - S. M. Gardner, "A perfect moral storm: Climate change, intergenerational ethics and the problem of moral corruption", *Environmental Values*, 15, 2006, pp 397-413.
 - Anthony Giddens, *The Politics of Climate Change*, Cambridge, 2009.
 - A. Greenaway and F. Carswell, "Climate change policy and practice in regional New Zealand: How are actors negotiating science and policy?" *New Zealand Geographer*, 65(2), 2009, pp 107-117.
 - Clive Hamilton, *Scorcher: The Dirty Politics of Climate Change*, Black Inc, 2007.
 - N. Harre and Q.D. Atkinson, (eds), *Carbon neutral by 2020: How New Zealanders can tackle climate change*, Nelson, Craig Potton Publishing, 2007.
 - Mike Hulme, *Why We Disagree About Climate Change*, Cambridge University Press, 2009.
 - S. Moser and L. Dilling, (eds), *Creating a climate for change: Communicating climate change and facilitating social change*. Cambridge, Cambridge University Press, 2007.
 - S. Rutherford, *Governing the Wild: Ecotours of Power*, University of Minnesota Press, 2011.
 - E. Swyngedouw, "Apocalypse Forever? Post-political Populism and the Spectre of Climate Change". *Theory, Culture & Society* 27(2-3), 2010, pp 213-32.
 - J. Urry, *Climate Change and Society*, London, Polity, 2011.
8. Why is waste such a problem in 21st century Australia, New Zealand and/or the Pacific?
- R. Chapple, "Hexachlorobenzene (HCB) Waste at the Botany Industrial Park, Sydney: A Concise History of Management and Disposal Efforts" (Community Participation and Review Committee: Sydney) 2012, www.oricabotanytransformation.com
 - Joanna Goven, "The potential of public engagement in sustainable waste management: Designing the future for biosolids in New Zealand", *Journal of Environmental Management*, 2009, Vol.90(2), pp 921-930.
 - M.J. Hird, "Waste, Landfills, and an Environmental Ethic of Vulnerability," *Ethics & the Environment*, 2013, 18(1): 105-124.
 - P. James, "Taking us for village idiots: Two stories of ethnicity, class and toxic waste from Sydney, Australia", in Washington, S., Goodall, H. and Roser, P. (eds) *Echoes from the Poisoned Well: global memoirs of environmental injustice*, Lanham, Lexington Books, 2006, pp 271-284.
 - Zada Lipman, *Pollution*, Sydney, Federation Press, 2007.

- Eric Wolanski, (ed), *The Environment in Asia Pacific harbours*, Dordrecht : Springer, 2006.