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

<table>
<thead>
<tr>
<th>Task</th>
<th>Weighting</th>
<th>Learning outcome assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation (including online)</td>
<td>10%</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>2. Field Class Report</td>
<td>20%</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>3. Class Presentation and Facilitation</td>
<td>20%</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>4. Research Paper</td>
<td>30%</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>5. Final Exam</td>
<td>20%</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td>DESCRIPTOR</td>
<td>ALPHA</td>
<td>NUMERIC</td>
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<tr>
<td>---------------------------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>Outstanding (High Distinction)</td>
<td>A</td>
<td>93+</td>
</tr>
<tr>
<td>Excellent (Distinction)</td>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>Very good (High Credit)</td>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>Good (Credit)</td>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>Good (Credit)</td>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>Average (Good Pass)</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>Adequate (Pass)</td>
<td>C</td>
<td>73 - 76</td>
</tr>
</tbody>
</table>

**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:

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

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

<table>
<thead>
<tr>
<th>DESCRIPTOR</th>
<th>ALPHA</th>
<th>NUMERIC</th>
<th>GPA</th>
<th>REQUIREMENT/EXPECTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding (High Distinction)</td>
<td>A</td>
<td>93+</td>
<td>4.0</td>
<td>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.</td>
</tr>
<tr>
<td>Excellent (Distinction)</td>
<td>A-</td>
<td>90 - 92</td>
<td>3.7</td>
<td>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.</td>
</tr>
<tr>
<td>Grade</td>
<td>Letter</td>
<td>Range</td>
<td>Points</td>
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<tr>
<td>---------------</td>
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<td></td>
</tr>
<tr>
<td>Very good</td>
<td>B+</td>
<td>86 - 89</td>
<td>3.3</td>
<td></td>
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<tr>
<td>(High Credit)</td>
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<tr>
<td>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.</td>
<td></td>
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<tr>
<td>Good</td>
<td>B</td>
<td>83 - 85</td>
<td>3.0</td>
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</tr>
<tr>
<td>(Credit)</td>
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<tr>
<td>The work is well organised and contains coherent or logical argumentation and presentation.</td>
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<tr>
<td>Good</td>
<td>B-</td>
<td>80 - 82</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>(Credit)</td>
<td></td>
<td></td>
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<tr>
<td>Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.</td>
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<td></td>
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</tr>
<tr>
<td>Average</td>
<td>C+</td>
<td>76-79</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>(Good Pass)</td>
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<tr>
<td>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.</td>
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<tr>
<td>Adequate</td>
<td>C</td>
<td>73 - 75</td>
<td>2.0</td>
<td></td>
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<tr>
<td>(Pass)</td>
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<tr>
<td>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.</td>
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<tr>
<td>Below Average</td>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
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<td>(Borderline Pass)</td>
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<tr>
<td>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.</td>
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<tr>
<td>Inadequate</td>
<td>D+</td>
<td>66 - 69</td>
<td>1.3</td>
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<tr>
<td>(Borderline Fail)</td>
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<tr>
<td>Fails to show a clear understanding or much insight into the material in the textbook and notes.</td>
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<tr>
<td>Poor</td>
<td>D</td>
<td>60 - 65</td>
<td>0.7 - 1.0</td>
<td></td>
</tr>
<tr>
<td>(Fail)</td>
<td></td>
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<tr>
<td>Besides the above for D+, student has not shown interest or engagement in the class work or study.</td>
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<tr>
<td>Poor</td>
<td>F</td>
<td>&lt;60</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>(Fail)</td>
<td></td>
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<tr>
<td>Shows little or no understanding of any of the material</td>
<td></td>
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<tr>
<td>Incomplete</td>
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<tr>
<td>Please see CAPA policy in the Faculty Handbook.</td>
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</table>

**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 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://ceh.environmentalhistory-au-nz.org](http://ceh.environmentalhistory-au-nz.org) (Centre for Environmental History)
Weekly Schedule

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview. Attitudes and Approaches. Migrations.</td>
<td>Class</td>
</tr>
</tbody>
</table>

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.

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.

Required Reading:


Other Resources:

<table>
<thead>
<tr>
<th>2</th>
<th><strong>Encounters</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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’.</td>
<td></td>
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</tbody>
</table>

**Required Reading:**


**Other Resources:**


<table>
<thead>
<tr>
<th>3</th>
<th><strong>Field Class: Aboriginal Culture and Heritage</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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</table>

<table>
<thead>
<tr>
<th>4</th>
<th><strong>Imperial Legacies.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
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.

Required Reading:


Other Resources:


Peter Read, Belonging: Australians, Place and Aboriginal Ownership, 2000.


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Animals and People

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.

Required Reading


Other Resources


6

Field Class: Animals and People

Class
Guest Lecture: Dr Rebecca Bishop
Screening of Blackfish

Online
Discussion: Animals and People

Field Class
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.

<table>
<thead>
<tr>
<th>MID-SEMESTER BREAK</th>
<th>No Class</th>
</tr>
</thead>
</table>

### 7

**Clean Energy**

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.

**Required Reading:**


**Other Resources:**


**Field Class Assignment Due**

### 8

**Urban Environments**

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”.

**Required Reading:**

Choose one area of interest from:

**Australia:**

New Zealand:

Pacific:

Research Essay Due

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**9**

**Transforming Landscapes: Mining and resources.**

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.

**Required Reading:**

Choose one area of interest from:

Australia:

Or


New Zealand:
Terry Hearn, “Mining the Quarry”, in Eric Pawson and Tom Brooking, Making a New Land: Environmental Histories of New Zealand, Otago University Press, 2013, pp 106-121.

Pacific:

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**10**

**Climate Change**

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.

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**Class**

Lecture: Transforming Landscapes

Student-led Discussion

**Online**

Discussion forum: Transforming Landscapes

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**Climate Change**

Screening of “When Sun Come Up”
**Required Reading:**

**Other Resources:**

<table>
<thead>
<tr>
<th>11</th>
<th>Disaster</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
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</tbody>
</table>

**Required Reading:**

**Online Discussion Forum:**
*Climate Change*

<table>
<thead>
<tr>
<th>11</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture: Disaster Screening of <em>When a City Falls</em></td>
<td></td>
</tr>
<tr>
<td>Online: Black Friday Website</td>
<td></td>
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</tbody>
</table>

**Online:**
Black Friday website: [http://www.abc.net.au/blackfriday/story/default.htm](http://www.abc.net.au/blackfriday/story/default.htm)

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.

**Tutorial Questions:**
What happened on Black Friday?
What are the competing interpretations of the fire between
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

Other Resources:


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<table>
<thead>
<tr>
<th>Class</th>
<th>Final Exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Examination</td>
<td>Conclusion/Evaluation.</td>
</tr>
</tbody>
</table>

**Conclusion/Evaluation.**

12
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.
   - Don Garden, Australia, New Zealand and the Pacific: An Environmental History, Santa Barbara, ABC-Clio, 2005.

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.

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.

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.


5. How has the frontier shaped character? Compare the US example with either Australia or New Zealand.


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 Mundey in mobilizing trade unionists in defence of the environment.
- 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.
- Jack Mundey, 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.


8. Why is waste such a problem in 21st century Australia, New Zealand and/or the Pacific?