

# People, Place, & Culture: Environmental Debates in Australia, New Zealand, & the Pacific Rim

## Course Details

Course Designator & Number: SDNY 3026

Number of Credits: 3

Language of Instruction: English

## 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 preEuropean 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 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.

## 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 mid-term test and a final essay format exam.

## Required Reading / Materials

There are no set texts for this course. Instead a list of readings is supplied for each week. However, two texts are recommended for reference throughout the course:

- Don Garden, *Australia, New Zealand and the Pacific: An Environmental History*, Santa Barbara, ABC-Clío, 2005
- 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.)
- <https://www.environmentalhistory-au-nz.org/> (Australian and New Zealand Environmental History Network)
- <http://ceh.environmentalhistory-au-nz.org> (Centre for Environmental History)
- <http://www.crcr.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)

## Grading

### Penalties For Work Submitted Late

Assignments received after the due date will be reduced by five percent (5%) of the possible grade for the piece of work being assessed per day, up to seven (7) days after the due date. Work submitted more than seven (7) days after the due date will not be marked, unless arrangements have been made prior to the due date for an extension.

### Class Participation

Participation is a vital part of your grade. 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. Students are expected to arrive on time, certainly before five minutes past the class start time, and not to leave until the class ends. If you have a problem that makes you late, or forces you to leave early, this must be discussed with the Director of Academic Affairs. Students are expected to be quiet during classes unless, of course, class participation is required. Phones and computers are not to be used during the class unless authorized by the lecturer for academic purposes. (Refer below for penalties that will apply.)

### Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	

Letter Grade	Score or Percentage	Description
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Annotated Bibliography	15%
In class group presentation	20%
Field trip report	10%
Research Essay	30%
Final Examination	15%
Participation	10%
Overall grade	100%

## Assessment Details

### 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 colonizers 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 colonization 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/](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%20Ame%20rican%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 demonize 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*, Cercus, 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?
- 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.
  - Eric Wolanski, (ed), *The Environment in Asia Pacific harbours*, Dordrecht : Springer, 2006
  - Zada Lipman, *Pollution*, Sydney, Federation Press, 2007.
  - 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](http://www.oricabotanytransformation.com)

# Course Content

## Unit 1

### Course Overview: Attitudes and Approaches Migrations

- 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 behavior that provide us with insights into the human relationship with nature and its subsequent impact on the environment.
- **Required Readings:** Tom Griffiths, “The Nature of Culture and the Culture of Nature”, in Hsu-Ming Teo and Richard White (eds), *Cultural History in Australia*, University of NSW Press, 2003, 67-80.
- **Other Resources:** Don Garden, *Australia, New Zealand and the Pacific: An Environmental History*, Santa Barbara, ABCCLIO, 2005. Chapters 1 and 2. Tim Flannery, *The Future Eaters: An Ecological History of the Australian Lands and People*, Reed Books, 1994. Patrick Kirch, *On the Road of the Winds: An Archaeological History of the Pacific Islands Before European Contact*, University of California Press, 2000. K.R. Howe, *The Quest for Origins: Who First Discovered and Settled New Zealand and the Pacific Islands?*, Penguin, 2003.

## Unit 2

### Encounters

- 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'.
- **Required Readings:** Tim Flannery, *The Future Eaters: An Ecological History of the Australasian Lands and People*, Port Melbourne, Reed Books, 1994, chapters 16 and 18.
- **Other Resources:** Pre-European Maori—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. Patrick Nunn, "Ecological Crises or Marginal Disruptions: The Effects of the First Humans on Pacific Islands", *New Zealand Geographer*, Vol. 57, no 2. 2001; John McNeill, 2001, "Of Rats and Men" pp 69-82.

## Unit 3

### Imperial Legacies

- One of the consequences of colonization was the clash of ideas about 'place' and 'nature'. Indigenous peoples and Europeans had vastly different relationships with their environments and these were sources of conflict and misunderstandings that resulted in both cultural and environmental legacies. This week we examine the role of science and ideas of the rational exploitation of nature, the nature of colonial impacts on the environment, colonial fears about environmental degradation, ideas about hunting and the rise of formal conservation.
- **Required Readings:** William M. Adams, 'Nature and the colonial mind', in William M. Adams and Martin Mulligan (eds) *Decolonizing Nature: Strategies for Conservation in a Post-Colonial Era*, London, Earthscan, 2003, pp 16-50.
- **Other Resource:** Deborah Bird Rose, "Decolonizing the Discourse of Environmental Knowledge in Settler Societies", in Gay Hawkins and Stephen Muecke (eds), *Culture and Waste: The Creation and Destruction of Value*, Rowman and Littlefield Publishers, Lanham, pp 53-72. John Cameron, "Responding to Place in a Post-Colonial Era", in William M. Adams and Martin Mulligan (eds) *Decolonizing Nature: Strategies for Conservation in a Post-Colonial Era*, London, Earthscan, 2003, pp 172-96. Kate Hunter, *Hunting: A New Zealand History*, Auckland, Random House, 2009. Peter Read, *Belonging: Australians, Place and Aboriginal Ownership*, 2000. George Seddon, *Landprints: Reflections on Place and Landscape*, Cambridge, Cambridge University Press, 1997.

## Unit 4

### Field Trip 1: Aboriginal Heritage Tour—Royal Botanic Gardens.

## Unit 5

### Colonization: On the Edge of Empire

- European empires grew rich on the resources extracted from their colonies. Ecological imperialism underpinned a utilitarian response to the new lands. In Australia, New Zealand and Oceania, the introduction of European plants and animals and the clearing of native forests for commercial cropping such as copra and sugarcane, profoundly altered the landscape. Pacific Island nations still bear the costs of imperial plundering and are equally at risk in the 21st century due to resource extraction by international companies.
- **Required Reading:** Don Garden, “The Tragic Ringbarked Forests” Australia 1788-1900 and ‘ “And Mar the Loveliness of Ages’: New Zealand and the Pacific to 2001’, in Don Garden, Australia, New Zealand, and the Pacific: An Environmental History, ABC Clio, Santa Barbara, 2005.
- **Other Resources:** Jim McAloon, “Resource frontiers, environment and settler capitalism, 1769-1860” in Pawson and Brooking, *Making a New Land*, J.R. McNeill, “Of Rats and Men” in J.R. McNeill (ed) *Environmental History in the Pacific World*, Ashgate Publishing, 2001, pp 82-96.

## Unit 6

### 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 Resources:** 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." *Australian Journal of Agricultural and Resource Economics*: January, 2014. **OR** de Rijke, K. (2013) "The Agri-Gas Fields of Australia: Black Soil, Food, and Unconventional Gas" *Culture, Agriculture, Food and Environment* 35(1): 41-53.
  - **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:** David Hyndman, “A Sacred Mountain of Gold: The Creation of a Mining Resource Frontier in Papua New Guinea”, in J.R. McNeill, *Environmental History in the Pacific World*, Ashgate, 2001, pp 289-307.

## Unit 7

### Field Trip 2. Changing Land Use Cowan Creek Walk

- Start: Mt Ku-ring-gai Railway Station
- Finish: Berowra Railway Station
- Length: 8.7 km.
- Time: Up to four hours.
- This is an easy walk along the foreshores of Cowan Creek in the Ku-ring-gai National Park. Species common to the area include Grey gums and pittosporum. At Waratah Bay are the remains of the home of pioneer Edward Windybark, who ran a boatshed here in the late 19th century. Aboriginal middens dot the area—evidence of Garigal and Cannalgal occupation.

## Unit 8

### Urban Environments

- Despite romanticized 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 we discuss the rise of suburbia in Australia, the importance of cities and towns in New Zealand and the impact of urbanization on Pacific island nations.
- **Required Reading:** Choose one area of interest from:
  - **Australia:** Seamus O’Hanlon, “Cities, Suburbs and Communities”, in Martyn Lyons and Penny Russell (eds) *Australia’s History, Themes and Debates*, UNSW Press, 2005, pp 172-189.
  - **New Zealand:** Eric Pawson, “On the Edge: making urban places”, in Eric Pawson and Tom Brooking, *Making a New Land: Environmental Histories of New Zealand*, Otago University Press, 2013.
  - **Pacific:** Paul Jones, “Aid to PNG and the Pacific should focus on fixing cities”, *The Conversation*, 12 September 2013, <http://theconversation.com/aid-to-png-and-the-pacific-should-focus-on-fixing-cities-18079>

## Unit 9

### Climate Change and Clean Energy

- In the US, President Obama has promoted clean energy to reduce carbon dioxide emissions and combat climate change. In Australia Prime Minister Abbott has cut the

mining and carbon taxes and been vocal in support of the coal industry rather than clean energy alternatives. Attitudes to climate change in the two countries could not be more different. This week we examine the climate change debate, the future of clean energy and the implications of climate change for Australia, New Zealand and the Pacific.

- **Required Reading:** Clive Hamilton, *Requiem for a Species: Why We Resist the Truth About Climate Change*, Sydney, Allen & Unwin, 2010.
- **Other Resources:** Mark Levene, “Climate Blues: or How Awareness of the Human End might re-instil Ethical Purpose to the Writing of History”, *Environmental Humanities*, 2, 2013, 147-167. Scott Power, “Climate Change and the future of our Pacific Neighbors”, *The Conversation*, 20 March 2012  
<http://theconversation.com/climate-change-and-the-future-of-our-pacific-neighbours-4512> Stefan Skrimshire, ed., *Future Ethics: Climate Change and Apocalyptic Imagination*, London and New York, Continuum, 2010.

## Unit 10

### Disaster

- 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.
- **Required Reading:** 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), *Natural disasters and adaptation to climate change*, Cambridge: Cambridge University Press, 2013.
- **On-line forum:** Black Friday website.  
<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 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?

- **Other Resources:** Linda Courtenay Botterill and Donald A. Wilhite (eds), *From disaster response to risk management: Australia's national drought policy*, Dordrecht: Springer, 2005. Don Garden, *Droughts, Floods and Cyclones: El Niños that shaped our colonial past*, Melbourne, Australian Scholarly Publishing, 2009. Griffiths, Tom. 2009. "An unnatural disaster"? Remembering and forgetting bushfire'. *History Australia* 6 (2): pp. 35.1 to 35.7. DOI: 10.2104/ha090035. 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](http://video.ted.com/talk/podcast/2012G/None/VickiArroyo_2012G-480p.mp4)

## Unit 11

### Population

- Population debates focus on the earth's ability support the human species. But sustainability has not always been the central question. Anxieties about defence, racial purity and national identity have impacted on the perceived need to boost or control population. Population debates illustrate the intersection between culture and nature and changing attitudes to the environment.
- **Required Reading:** Smail, J. (2002) "Remembering Malthus: A Preliminary Argument for a Significant Reduction in Global Human Numbers," *American Journal of Physical Anthropology*, 118(3): 292-297.
- **Other Resources:** Paul Elrich, "The Population Bomb Revisited" in *The Electronic Journal of Sustainable Development*, 2009, 1, 3, 63-71. Warwick Frost, "Australia Unlimited? Environmental Debate in the Age of Catastrophe, 1910- 1939", *Environment and History*, 10, 3, 2004, 285-303. Tim Flannery, 'Australia Overpopulated or Last Frontier'? *Politics of the Life Sciences*, 16, 2, 1997, 198- 199.

## Unit 12

### Nuclear, Final Exam

- Billed as a green energy industry, nuclear power has a volatile past and an unpredictable future. Furthermore, the fallout from nuclear accidents such as Chernobyl in the former Soviet Union and more recently Fukushima in Japan has been devastating for both the environment and people who were unlucky enough to be living near those nuclear reactors. Yet nuclear is used extensively in Europe as a power source. This is important to Australia as it exports a vital ingredient in the nuclear industry—uranium. There is another side to nuclear and that is its use as a weapon. Both Australia and the Pacific have been testing sites for nuclear weapons. This week we examine the future of



the nuclear power industry—its benefits and its dangers and importantly the problem of disposing of the related toxic waste.

- **Required Reading:** Falk, J., Green, J., and Mudd, G, "Australia, Uranium and Nuclear Power", *International Journal of Environmental Studies*, 2006, 63, 6, 845-858.
- **Other Resources:** Mark Diesendorf, "Sure, let's debate nuclear power. Just don't call it 'low-emission'", *The Conversation*, 6 February, 2014, <http://theconversation.com/sure-lets-debate-nuclear-power-justdont-call-it-low-emission-21566>, Denis Normile, "The Pacific swallows Fukushima's fallout", *Science*, 2013, Vol. 340(6132), p547 Schiermeier, Quirin, "Nuclear energy: Defying disaster," *Nature*, 2011, Vol.472(7344), p505

## Policies

### Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

### University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

#### Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

#### Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).