



ENVG262

The Ecological Humanities: Australians and their Environment

S1 External 2015

Department of Geography and Planning

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

The ecological humanities bring together ways of knowing and interacting with the world from the sciences and the humanities, as well as from Indigenous and other 'non-western' worldviews. This unit introduces the ecological humanities and aims to nourish students' understanding of the connectivities and possibilities that these dialogues produce for people and the more-than-human environment. It gets students outside their comfort zones in thinking about relationships with the planet, other species and other peoples, and provides a vocabulary of key words and concepts to frame the opportunity to think about these relationships and connections. This unit includes short and spicy readings to provoke tutorial discussions and a range of opportunities to rethink the 'environmental' through multiple perspectives from science, social science and the humanities.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Demonstrate an understanding of the value of ecological and geographical thinking to their programs of study in other discipline areas, and their wider lives

Apply key concepts from the ecological humanities in a range of disciplinary and geographical settings

Identify and discuss different ways of relating to and conceptualising the environment

Express and discuss complex ideas about connection, belonging and relationships between themselves and the non-human world around them clearly

Recognise ethical issues in human-environment relations and articulate a position on environmental justice

General Assessment Information

Where can I find out more general information about assignments?

Please consult the iLearn webpage for more information about marking criteria for the assessment tasks. All students are encouraged to post questions about assignments in the general discussion forum. External students can also make use of the general external discussion forum or student-to-student dialogue tool to get in touch with other students (this will be important for the tutorial presentation task).

Handing in your assignments (external students)

Assessments tasks 1, 2 and 4 should be submitted by the due date and time via the Turnitin link

on the ENVG262 iLearn webpage. Assessment task 3 is due **2 weeks** after you observe your chosen tutorial topic. Your tutor will keep a record of the presenters and observers for the weekly topics and make a note of when your tutorial report is due. Please submit your tutorial report through Turnitin no later than 5pm on the day that it is due (Wednesday).

Any assessment item submitted after 5pm on the due day will be considered to be a late submission. The penalty for late submission is 10% of the total mark for each day the assignment is overdue. Please contact Donna immediately if you are having any issues with submitting your assignment on time or with using Turnitin. Sometimes, students have a good reason for not submitting an assignment on time (such as illness). In these instances, a note from a medical doctor is required. Contact Donna as soon as possible if you are experiencing any circumstances that are causing disruption to your studies in ENVG262.

Please read over the section '**Policies and Procedures**' in this unit guide for more information on Macquarie University's policies on marking assignments, academic honesty and disruption to studies. It is worth reading over the 'disruption to studies policy' as this replaced the special consideration policy in 2014.

Detailed notes about the assessment tasks

1. Choose your mate

This assignment is connected to your journal exercise (see below). In the first two weeks of class, you will choose a nonhuman animal 'mate' that can be encountered in our region. Your first task is to find out more about your mate. This assignment is a starting point for the semester.

Write your report in four parts:

1. Write a short description of your mate and explain how you choose your mate.
2. Briefly state what you already know, and what you would like to know about your mate.
3. Choose one 'scientific' resource and one 'cultural' resource about your mate and briefly explain how this will relate to your own learning about your mate. For example, is your chosen mate a charismatic or companion species? Is your mate a species that is endangered or considered to be a pest, or both?
4. Briefly indicate how you plan to learn more about your mate throughout the course of the semester

A note on materials and resources:

It is important that you incorporate referenced material in this assignment. Please make sure that all materials (including material sourced from the internet) are properly referenced at the end of the report. You are required to choose a 'scientific' resource and a 'cultural' resource about your mate. Scientific resources might include information such as the species name (eg. the species name for Grey-headed flying foxes is *Pteropus poliocephalus*). Other scientific information could include the species profile of your mate. Cultural resources can include newspaper articles, stories, songs or myths. Academic articles published in humanities, social science or science journals are also encouraged.

2. Journal exercise

To complete the assessment tasks 3 and 5 (essay and take-home exam), you will need to keep a journal of your ENVG262 experience. The purpose of this exercise is to open up to and engage with such ideas as contingency, holistic knowledge and comradeship across species by keeping a journal of your encounters with a chosen 'mate.' Within the first two weeks of semester, you must find or choose a 'mate' and then throughout the rest of the semester you must write up and reflect upon your experiences briefly in your journal.

What is a journal?

The journal is your personal notes on the research you do in learning about your mate. It can be as multi-media as you choose. The format is up to you: it could be a meticulous set of written notes, it could be scrapbook format, it could be a set of written and sound entries lodged in your computer. Through keeping a journal you will be able to document both your own learning and the changing relationship. This means that you will be learning about a non-human other, and at the same time you will be learning about yourself, and about the learning process, and about how relationships may develop when a person pays attention to a different mate.

So your tasks are to:

Choose a mate.

Within the first two weeks of semester, you must find or choose a 'mate' that can be encountered within our region. The mate will be an animal species or an individual animal. It could be a favourite animal, or you may encounter something odd and decide to take the participant as a mate (campus magpies or rabbits, for example); or perhaps you could choose something you've had a long-standing interest in (bats, for example).

Document your encounters.

Throughout the semester you should keep a journal that documents your encounters with the mate, and the development (if any) of a relationship. The research should include face-to-face encounters as much as possible, and should also include engagement with some of the following: scientific articles, art, novels, newspaper and magazine articles, television shows and documentaries, poetry, myths, essays, stories, songs, visits to zoos or botanical gardens or shelters, field trips with scientists who are working with the mate, following the mate and tracking its patterns. You could include some art, photography or poetry; and the writing can range across various genres.

The point is NOT to provide a definitive account of the mate, but to be attentive to relationships, to pay attention both to the mate and to yourself and to your mate's environment. Two things to consider throughout the semester are: What do you need to know to be able to gain some understanding of your mate? How can you relate your field research with the mate with the readings?

The journal exercise will be discussed in the lectures in the first week of class. Please post questions about this assignment to the general discussion forum in iLearn or contact Donna or your tutor.

3. Journal selection and essay

Drawing on entries in your journal, unit readings and lectures, write an essay that discusses possibilities for connections and relationships across species.

In your essay you must make reference to relevant entries in your journal, unit readings and other relevant literature. Strong essays (above the pass grade) will identify links your experiences and journal entries and the ideas and issues discussed in lectures and tutorials. The strongest essays will provide a credible and convincing link between the ENVG262 readings and ideas and your learning in other parts of your study program (with supporting references and discussion). Full referencing is required and you must also submit copies of the relevant journal entries with your essay.

4. Tutorial Report (external students)

This task will be completed on the ENVG262 iLearn page using the separate external discussion created exclusively for external students, starting in week 4. There are two parts to this assessment; tutorial presentation and discussion, and an individual tutorial report. Tutorial presentations will run from Week 4 until Week 11. Students will work in small groups to lead and facilitate the discussion for one week. Students who are not presenting are required to post **at least two responses each week** for the tutorial presentations. This means that you must prepare for and actively participate in all tutorial discussions because you are dependent on your fellow students actively participating for your own tutorial presentations and reports. This will involve communication with your peers in the class using the iLearn external discussion forums and student-to-student dialogue tools.

Part 1: Tutorial Presentations

In pairs, find an image, video, story, news article, blog, podcast, cartoon (etc) available online that illustrates the ideas in the readings. Post the link (URL, web address) for your choice on the external students' discussion link (found under each week's topic) and:

- Briefly identify two or three key ideas from the readings;
- Briefly explain why you chose the image/video/story (etc) and how it relates to the ideas in the readings;
- Two or three questions to promote discussion with your colleagues.

Throughout the week you must facilitate discussion amongst your colleagues by responding to the discussion and posing new questions.

Groups will be assigned in Week 2. Please check the external students' general discussion forum for details and contact Donna or your tutor if you have any questions.

Part 2: Individual Tutorial Report.

The tutorial report will be written and graded individually. At the conclusion of your tutorial presentation and discussion, write an **individual** report that addresses the following:

Drawing on the readings and tutorial discussion, discuss the tutorial topic and its relevance to a current social or environmental issue.

The purpose of the report is *not* to provide an in-depth account of your chosen social or environmental issue. You should focus your effort on:

- (1) demonstrating your ability to identify and discuss ideas about and complex issues in human-environment relations
- (2) demonstrating your ability to apply key concepts from the unit to 'real world' issues.

The individual tutorial report must be submitted via Turnitin **2 weeks after** the tutorial ends. For example, if you lead the tutorial in week 4, your individual tutorial report will be due by 5pm on Wednesday of week 6. If you present in week 5, your report will be due in week 7 after the semester break.

Assessment Tasks

Name	Weighting	Due
<u>Choose your mate</u>	10%	5pm, Wed, March 18
<u>Journal Exercise</u>	0%	Not assessed
<u>Journal selection and essay</u>	25%	5pm, Wed, April 29
<u>Presentation and Report</u>	30%	Weeks 4-11 in Tutorials
<u>Take home Exam</u>	35%	5pm, Wed, June 10

Choose your mate

Due: **5pm, Wed, March 18**

Weighting: **10%**

Length: 800 words.

Please read the next section 'General Assessment Information' for detailed notes relating to this assignment and the other assessment tasks.

On successful completion you will be able to:

- Identify and discuss different ways of relating to and conceptualising the environment
- Express and discuss complex ideas about connection, belonging and relationships between themselves and the non-human world around them clearly

Journal Exercise

Due: **Not assessed**

Weighting: **0%**

Length: N/A. Keep a journal about your encounters with your mate throughout the semester.

This task is not assessed, however, excerpts from your journal form a critical component of the essay and the take-home exam.

On successful completion you will be able to:

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- Recognise ethical issues in human-environment relations and articulate a position on environmental justice

Journal selection and essay

Due: **5pm, Wed, April 29**

Weighting: **25%**

Length: 1800 words

The purpose of this task is to apply ideas from the readings explored in tutorials and lectures to your encounters and reflections thus far in your journal. Please refer to the notes about this assessment task in the 'General Assessment Information' section below.

On successful completion you will be able to:

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environmental justice

Presentation and Report

Due: **Weeks 4-11 in Tutorials**

Weighting: **30%**

Report length: 2000 words.

There are two parts to this assessment. Your grades will not be released until you have completed both parts. Tutorial presentations will run from Week 4 until Week 11. Please see detailed notes for this task in the 'General Assessment Information' section below.

On successful completion you will be able to:

- Demonstrate an understanding of the value of ecological and geographical thinking to their programs of study in other discipline areas, and their wider lives
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Take home Exam

Due: **5pm, Wed, June 10**

Weighting: **35%**

Take home exam. Questions and instructions will be posted on iLearn at the beginning of Week 12.

On successful completion you will be able to:

- Demonstrate an understanding of the value of ecological and geographical thinking to their programs of study in other discipline areas, and their wider lives
- Apply key concepts from the ecological humanities in a range of disciplinary and geographical settings
- Identify and discuss different ways of relating to and conceptualising the environment
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Delivery and Resources

Classes

Study Modes

This unit is available in both internal and external study modes. This version of the unit guide is for external students.

This unit will run as a lecture series (2 x 1hour lectures weekly), and a tutorial program (1 session weekly). Please note that all students can also listen to or download digital audio recordings of lectures on iLearn through Echo360. Copies of lecture slides will also be made available through iLearn.

Lectures			Tutorials		
Monday	2pm-3pm	E6A, 102	Monday	12pm-1pm	E8A, 360A (Faculty Tute Room)
Tuesday	10am-11am	C5C, Collaborative Forum	Tuesday	11am-12pm	E8A, 360A (Faculty Tute Room)
			Tuesday	12pm-1pm	E8A, 360A (Faculty Tute Room)

Class Attendance in weekly online tutorials

Participation in external online tutorials is **compulsory** and will be recorded by your tutor.

External students should treat the regular web-based discussions as equivalent to the tutorial program in every way and develop a routine of listening-reading-participating each week. Each session requires preparation by everybody. You are all expected to do at least the required reading and to participate on the basis of your preparation. Starting from week 2, it is expected that external students will post **at least 2 times** in the weekly discussion topic.

There is no required length for individual posts but please ensure that they are thoughtful responses to the readings, lectures, key ideas and the student discussion for that week. It is expected that all external students have posted their responses to the weekly topic by the end of each week (Sunday). Every year there are a couple of students who think they can log in once or twice throughout the semester and write their posts all at once. This is not considered to be the equivalent of participating each week in the online tutorial sessions. As with the internal tutorial program, regular non-attendance (i.e. an absence of more than 2 weeks without proper documentation), may result in a fail mark for the unit.

In weeks 4-11 students will be leading the online class discussions. Your tutor will assist external students in organising the weekly presentation schedule. We ask that students leading the weekly tutorial discussions post their presentations no later than 5pm Tuesday of that week, so that other students have an opportunity to respond to the presentation.

Required Class Readings

The required readings for ENVG262 are available electronically through the library e-reserve, which can be accessed via the MultiSearch tool on the Library website (type in the unit code). Please let Donna know if you have trouble accessing the required readings.

Please note that reading is an integral and compulsory part of this unit. The readings will complement and support the lecture program, and will be referred to extensively in tutorials and assessments.

Unit Webpage and Technology Used and Required

Technology Use

ENVG262 provides all students with significant web-based support using iLearn. The unit website will be maintained regularly, providing you with copies of lecture PowerPoint slides either before, or as soon as possible, after each lecture.

Please make use of the iLearn discussion tools and post questions to ENVG262 students and lecturers. Access should be possible at the University (Library and Computer Labs) as well as remotely via modem. All students should be able to use Public Library facilities to access the site regularly. If you have difficulty with access, let one of the unit convenors know so we can discuss alternative arrangements.

Please note that essential information will be made available to ALL STUDENTS via the iLearn website for ENVG262, so all students are expected to regularly check the website for notices.

Unit Schedule

Week	Lecture Schedule	Staff	Tutorials	Assessments
1	<p>L1 What is the ecological humanities? Explanations of the course – assessments, requirements. What are the key concepts? Why do they matter? Who cares, anyway?</p> <p>L2 What is the ecological humanities?</p>	<p>Dr Houston</p> <p>Dr Houston</p>	No tutorials	
2	<p>L3 What is kinship with nature? Philosophy, biology, kinship, Darwin</p> <p>L4 What is kinship with nature? Kinship, connectivity, Indigenous perspectives</p>	<p>Dr Brown (Philosophy)</p> <p>Dr Suchet-Pearson</p>	What is kinship with nature?	
3	<p>L5 What is multispecies ethnography? Widening participation, multispecies relationality</p> <p>L6 What us multispecies ethnography? Writing with Bawaka Country</p>	<p>Dr Houston</p> <p>Dr Suchet-Pearson</p>	How do we study and write about multispecies relationships?	

4	<p>L7 What is the question of the animal?</p> <p>L8 What is the question of the animal? Communication and sentence; Animal geographies</p>	<p>Prof Simons (Deputy Vice Chancellor - Academic)</p> <p>Dr Houston</p>	<p>What is the question of the animal?</p>	<p>Assignment 1 Due (Weds)</p>
5	<p>L9 What is environmental philosophy? Nonhumans & Ethics, Deep Ecology, Ecofeminism</p> <p>L10 What is environmental philosophy?</p>	<p>Dr Houston</p> <p>TBA</p>	<p>What is environmental philosophy?</p>	
6	<p>L11 What is playing favourites with species?</p> <p>L12 What is playing favourites with species?</p>	<p>Dr Houston</p> <p>Dr Houston</p>	<p>What is playing favourites with species?</p>	
Mid- Semester Break	<p>No classes April 6-18</p>			
7	<p>L13 What is political ecology?</p> <p>L14 What is political ecology?</p>	<p>A/Prof McGregor</p> <p>Dr O'Gorman</p>	<p>What is political ecology?</p>	
8	<p>L15 What is Environmental History? Deep Time; Big Forces: Water and Fire</p> <p>L16 What is Environmental History?</p>	<p>Dr O'Gorman</p> <p>Dr O'Gorman</p>	<p>What is Environmental History?</p>	<p>Assignment 2 Due (Weds)</p>
9	<p>L17 What is Extinction? Extinctions and resurrections</p> <p>L18 What is Extinction?</p>	<p>Dr Houston</p> <p>Dr Houston</p>	<p>What is Extinction?</p>	
10	<p>L19 What are geographies of containment and proliferation? Degradation and restoration, rewilding landscapes, postnature</p> <p>L20 What are geographies of containment and proliferation? Eating animals, ethical consumption, climate change</p>	<p>Dr Houston</p> <p>A/Prof McGregor</p>	<p>What are geographies of containment and proliferation?</p>	
11	<p>L21 What is a multispecies city?</p> <p>L22 What is a multispecies city?</p>	<p>Dr Houston</p> <p>Dr Houston</p>	<p>What is a multispecies city?</p>	
12	<p>L23 What are new ways of thinking and acting ecologically? Enlarged Thinking, Nature writing; Companion Species</p> <p>L24 What are new ways of thinking and acting ecologically?</p>	<p>Dr O'Gorman</p> <p>Dr Houston</p>	<p>What are new ways of thinking and acting ecologically?</p>	<p>Take Home Exam posted on iLearn</p>

13	L25 What is World making? Multispecies projects: World Making and Unmaking; Geographies of Hope? L26 What is World making?	Dr O'Gorman ENVG262 staff and students	Take home exam, review of key ideas
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Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the value of ecological and geographical thinking to their programs of study in other discipline areas, and their wider lives
- Identify and discuss different ways of relating to and conceptualising the environment
- Express and discuss complex ideas about connection, belonging and relationships between themselves and the non-human world around them clearly

Assessment tasks

- Choose your mate
- Journal Exercise
- Take home Exam

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the value of ecological and geographical thinking to their programs of study in other discipline areas, and their wider lives
- Apply key concepts from the ecological humanities in a range of disciplinary and geographical settings
- Identify and discuss different ways of relating to and conceptualising the environment
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Assessment task

- Take home Exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Express and discuss complex ideas about connection, belonging and relationships between themselves and the non-human world around them clearly

Assessment task

- Journal Exercise

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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- Identify and discuss different ways of relating to and conceptualising the environment
- Express and discuss complex ideas about connection, belonging and relationships between themselves and the non-human world around them clearly
- Recognise ethical issues in human-environment relations and articulate a position on environmental justice

Assessment tasks

- Journal selection and essay
- Presentation and Report
- Take home Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

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- Identify and discuss different ways of relating to and conceptualising the environment
- Express and discuss complex ideas about connection, belonging and relationships between themselves and the non-human world around them clearly
- Recognise ethical issues in human-environment relations and articulate a position on environmental justice

Assessment tasks

- Journal selection and essay
- Presentation and Report

- Take home Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Identify and discuss different ways of relating to and conceptualising the environment

Assessment task

- Presentation and Report

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

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- Identify and discuss different ways of relating to and conceptualising the environment
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Assessment tasks

- Journal Exercise
- Journal selection and essay
- Presentation and Report
- Take home Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

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- Identify and discuss different ways of relating to and conceptualising the environment
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- Recognise ethical issues in human-environment relations and articulate a position on environmental justice

Assessment task

- Journal Exercise

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the value of ecological and geographical thinking to their programs of study in other discipline areas, and their wider lives
- Apply key concepts from the ecological humanities in a range of disciplinary and geographical settings
- Identify and discuss different ways of relating to and conceptualising the environment
- Express and discuss complex ideas about connection, belonging and relationships between themselves and the non-human world around them clearly

- Recognise ethical issues in human-environment relations and articulate a position on environmental justice

Assessment tasks

- Choose your mate
- Journal Exercise
- Journal selection and essay
- Presentation and Report