



# ENVG262

## The Ecological Humanities: Australians and their Environment

S1 External 2014

*Dept of Environment & Geography*

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## General Information

### Unit convenor and teaching staff

Unit Convenor

Donna Houston

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E7A 606

Mon, Tues, Wed - by appointment

### Teaching staff

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### Tutor (external students)

Ashraful Alam

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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

## Assessment Tasks

Name	Weighting	Due
<a href="#">Choose Your 'Mate'</a>	10%	11am Wed, March 26 (Week 4)
<a href="#">Journal Exercise</a>	0%	N/A
<a href="#">Journal Selection and Essay</a>	20%	11am Wed, 7 May (Week 8)
<a href="#">Presentation and Report</a>	30%	Weeks 4-11 in Tutorials
<a href="#">Take home Exam</a>	40%	11am, Friday 20th June

### Choose Your 'Mate'

Due: **11am Wed, March 26 (Week 4)**

Weighting: **10%**

750 words

### Notes

This assignment is connected to your journal exercise (see below). In the first two weeks of class, you will choose a '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 resource\* (such as a scientific article, newspaper article, story, song or myth) 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 considered a pest or misunderstood?
4. Briefly indicate how you plan to learn more about your mate throughout the course of the semester

It is important that you incorporate referenced material in this assignment. Please make sure that all sources (including web sources) are properly referenced at the end of the report.

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: **N/A**

Weighting: **0%**

### Notes

To complete the assessment tasks set out below, 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. **The journal will be referred to in Assessments 1, 2 and 4, but the journal itself will not be assessed.**

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, Emily or Alam.

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

## Journal Selection and Essay

Due: **11am Wed, 7 May (Week 8)**

Weighting: **20%**

Journal selection and Essay - 1500 words

### Notes

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.

### Assessment Task:

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.

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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## Presentation and Report

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

Weighting: **30%**

Length: 2000 words

Worth: 30%

### Notes

There are two parts to this assessment. Your grades will not be released until you have completed both parts. Please note that this assignment is slightly different for external students.

### Assessment Task:

This task will be completed on the ENVG262 iLearn page using a separate tutorial discussion forum created exclusively for external students; the link to the external discussion forums are under each weekly topic. Please contact Donna Houston if you cannot view them.

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 groups of 2-3 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 email system (at least).

### **Part 1: Tutorial Presentations**

In groups of 2-3, find an image, video, story, news article, 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 forum 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 Houston or your tutor if you have any questions. There is also a link on the iLearn site for student-student dialogue - this is where you can get in touch with your group members.

### **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 CoE **two weeks** after the tutorial discussion ends. For example, if you lead the tutorial in week 4, your individual tutorial report will be due on Friday of Week 6.

On successful completion you will be able to:

- 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

## Take home Exam

Due: **11am, Friday 20th June**

Weighting: **40%**

### Notes

The purpose of this final assessment is not to quantify how much you've learnt, but to evaluate the quality of your thinking, learning and responses to the issues and ideas provided over the semester.

Assessment Task:

The exam questions and full instructions will be made available in the final lecture and posted on ILearn in the final week of lectures (Week 12).

On successful completion you will be able to:

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- 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.

#### External Students

This unit will run as a lecture series (2 x 1 hour lectures weekly), and a weekly online tutorial/discussion program. Lectures will be recorded and made available to external students a couple of hours after they were given through Echo360 which is linked to iLearn. PowerPoint



presentations (used in the lectures) will be posted under weekly topics in iLearn.

Lectures			Tutorials (internal students)		
Monday	11am-12pm	E6A133	Monday	12pm-1pm	C3B306
Wednesday	12pm-1pm	E6A133	Monday	1pm-2pm	C3B306
			Wednesday	1pm-2pm	C3B306
			Wednesday	2pm-3pm	C3B306

## REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

### Required textbook

The required readings for ENVG262 are available electronically through the library e-reserve (<https://www.library.mq.edu.au/reserve/>). Please note that some readings are from open-access websites/journals and will be linked directly through the iLearn site, please scroll down to the week the reading is assigned and follow the link. ENVG262 teaching staff may post supplemental material related to weekly themes throughout the semester.

Please let Donna know immediately if you have trouble accessing the required readings. Please note that reading is an integral (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. If you need help with iLearn please contact Donna as soon as possible. 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 take full advantage of Mail and Discussion Tools and regularly read and contribute to discussions. 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 on the Discussion Tool and email.

### iLearn

The password protected component of the ENVG262 website is hosted on Macquarie University's Online Teaching Facility (MUOTF). The facility is run by the Centre for Flexible Learning (CFL). One of CFL's functions is to assist teaching staff to develop course units that

allow students better access to teaching materials and provide different ways for staff and students to communicate.

MUOTF automatically collects two types of information:

- **Server Use:** this is accessible to selected CFL staff only. This information is used by CFL staff for identifying reported access difficulties, improving server performance and tracing any breaches of security. CFL also uses the information for statistical analysis of access times and locations, and for analysis of other patterns of use. Some summarised information may be available to your convenor after the examination period. In all cases your individual confidentiality is maintained.
- **General Unit Management:** this is accessible to your convenor. The software your unit is using tracks information such as your first and last log in, how many discussion messages you have posted and read, and how much of the course material you have looked at. This information is available to your convenor. However, your convenor cannot read your personal mail or annotations.

If you have any concerns about issues such as confidentiality, contact your unit' convenor or the Manager, Online Learning Systems Macquarie University. Email: [ols.manager@cfl.mq.edu.au](mailto:ols.manager@cfl.mq.edu.au)

## Unit Schedule

### Lecture Schedule

Lectures will be recorded and made available to external students a couple of hours after they were given and linked through iLearn using Echo360. PowerPoint presentations will be posted on iLearn under each weekly topic.

\*Please note that guest lectures may be subject to change in speaker schedule due to unforeseen circumstances

Week	Lecture Topic	Staff	Tutorials	Assessments
1 3 Mar 5 Mar	<b>L1 What is the ecological humanities?</b> Explanations of the course – assessments, requirements. What are the key concepts? Why do they matter? Who cares, anyway? <b>L2 What is the ecological humanities?</b>	Dr Houston  Dr Houston	No tutorials	
2 10 Mar 12 Mar	<b>L3 What is the question of the animal?</b>  <b>L4 What is the question of the animal?</b> Communication and sentience; Animal geographies	Dr Houston  Prof Simons	What is the question of the animal?	

3 17 Mar 19 Mar	<p><b>L5 What is kinship with nature?</b> Kinship thinking; Connectivity</p> <p><b>L6 What is kinship with nature?</b> Collaborating with country</p>	<p>Dr Suchet- Pearson</p> <p>Dr Suchet- Pearson</p>	<p>What is kinship with nature?</p>	
4 24 Mar 26 Mar	<p><b>L7 What is multispecies ethnography?</b></p> <p><b>L8 What is mulitpsecies ethnography?</b></p>	<p>Dr Kirksey</p> <p>Dr Wright</p>	<p>What is environmental philosophy?</p>	<p><b>Assignment 1 Due</b></p>
5 31 Mar 2 Apr	<p><b>L9 What is environmental philosophy?</b>Nonhumans &amp; ethics</p> <p><b>L10 What is environmental philosophy?</b>Anthropocene, ecofeminism, questioning the human</p>	<p>Dr O’Gorman</p> <p>Dr Wright</p>	<p>What is environmental philosophy?</p>	
6 7 Apr 9 Apr	<p><b>L11 What is playing favourites with species?</b></p> <p><b>L12 What is playing favourites with species?</b></p>	<p>Kate Wright</p> <p>Dr Simpson</p>	<p>What is playing favourites with species?</p>	
<p><b>Mid-semester break April 12-April 27 (no classes)</b></p>				
7 28 Apr 30 Apr	<p><b>L13 What is Political Ecology?</b> Communities of Life and Death; Mutuality; Naturecultures</p> <p><b>L14 What is Political Ecology?</b></p>	<p>A/Prof Andrew McGregor</p> <p>Dr Houston</p>		
8 5 May 7 May	<p><b>L15 What is Environmental History?</b> Deep Time; Big Forces: Water and Fire</p> <p><b>L16 What is Environmental History?</b></p>	<p>Dr O’Gorman</p> <p>Dr O’Gorman</p>	<p>What is Environmental History?</p>	<p><b>Assignment 2 Due</b></p>
9 12 May 14 May	<p><b>L17 What is Extinction?</b> Extinctions and resurrections</p> <p><b>L18 What is Extinction?</b></p>	<p>Dr Houston</p> <p>Dr Houston</p>	<p>What is Extinction?</p>	

10 19 May	<b>L19 What are geographies of containment and proliferation?</b> Rewilding contaminated landscapes, human-wildlife relations	Dr Houston	What are geographies of containment and proliferation?	
21 May	<b>L20 What are geographies of containment and proliferation?</b> Factory farming and human-livestock relations	A/Prof McGregor		
11	<b>L21 What is a multispecies city?</b>	Dr Houston	What is a multispecies city?	
26 May	<b>L22 What is a multispecies city?</b>	Dr Houston		
28 May				
12	<b>L23 What are new ways of thinking and acting ecologically?</b> Enlarged Thinking, Nature writing; Companion Species	Dr Houston	What are new ways of thinking and acting ecologically?	<b>Take Home Exam posted on iLearn</b>
2 June	<b>L24 What are new ways of thinking and acting ecologically?</b>	Dr Houston		
4 June				
13	<b>L25 Public Holiday (no lecture)</b>	Dr Houston	No tutorials	
9 June	<b>L26 What is World making?</b>	Dr O’Gorman		
11 June	Students can talk about their world-making projects; hopeful work; take home exam Q&A	ENVG262 Students		

## Tutorial/Weekly Discussion Program

There are no on-campus sessions for external students in ENVG262. Students participate in a weekly online tutorial discussion via iLearn. Please put up a post in week one in the general discussion forum to introduce yourself to the external class.

The tutorial/workshop program in ENVG262 examines specific issues raised in the lecture program with opportunity for student-teacher and student-student interaction, discussion and debate. The program is described in detail below and the summary provided in this unit guide should be used as your reference point prior to and during your weekly preparation. The tutorial/discussion program parallels the lecture program in terms of progressing through debates around ideas of nature, ecology, humanity and their interrelations.

Attendance at tutorials is compulsory - as an external student, this means you are required to put up **two posts in response to the readings and online discussion each week**. Every year there are people who think that they can get through the unit without participating in the weekly online discussions – but they typically fail the unit. The discussion provide an opportunity to ask questions, discuss problems and develop your understanding. You are adult learners, and if you choose not to participate, that is your choice, but your marks will suffer and you risk not meeting the requirements to pass the unit. If you do not understand what is going on in tutorials and discussions, you are unlikely to do well in any of the set tasks for assessment. Therefore 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. You should get into the habit of writing critical abstracts of the papers and chapters you read as part of your preparation for tutorial/workshop sessions. You are urged to adopt a systematic approach to your reading and recording of ideas in the unit. You may find it useful to keep a journal of your ideas, insights, frustrations and findings. It is not possible to assess these journals, but it would be a valuable learning tool if done systematically and regularly, and would be extremely helpful in dealing with the final assignment.

As an external student, you will also be leading a weekly discussion topic in weeks 4-11 with 2 or 3 other students (for more information on this assignment, please see section on assessment tasks). In weeks 1 and 2, we will sort out a presentation schedule. You can then use iLearn to get in touch with your co-presenters and organise how you will approach the discussion.

Week	Tutorial Topic	Required Reading	Focus Questions for discussion
1	<p><b>What is the ecological humanities?</b></p> <p>(No tutorial in class)</p>	<p>Two brief readings to get started:</p> <p>Rose D.B., et al (2012) 'Thinking through the environment, unsettling the humanities. <i>Environmental Humanities</i> 1: 1-5.</p> <p>Leopold, A. (1987 (1949)). Thinking Like a Mountain. <i>A Sand County almanac, and sketches here and there</i>. A. Leopold. New York, Oxford University Press: 129-132.</p>	<p>The link to the Chrulew article is on ilearn. The Leopold chapter is in the e-reserve. Please take the opportunity to familiarise yourself with the ilearn website and e-reserve.</p>
2	<p><b>What is the question of the animal?</b></p> <p>Key ideas:</p> <p>communication and sentience; animal geographies</p>	<p>Bradshaw, I. G. A. (2004). "Not by bread alone: Symbolic loss, trauma, and recovery in elephant communities." <i>Society and Animals</i> 12(2): 143-158.</p> <p>Chris, C. (2006). The Giant Panda as a Documentary Subject. In <i>Watching Wildlife</i> (C. Chris, ed.), pp. 167-196. University of Minnesota Press, Minneapolis.</p> <p>Plumwood, V. (n.d.) Being Prey. <a href="http://valplumwood.com/2008/03/08/being-prey/">http://valplumwood.com/2008/03/08/being-prey/</a></p>	<p>There is a widely held presumption that humans understand something about nonhuman intentions and ethics, but that we humans do not understand everything.</p> <p>Do you think you understand anything?</p> <p>How does that understanding happen?</p>
3	<p><b>What is kinship with nature?</b></p> <p>Key ideas: Kinship thinking, connectivity, Law, collaboration</p>	<p>Graham, M. (1999). "Some thoughts about the philosophical underpinnings of aboriginal worldviews." <i>Worldviews: Environment, Culture, Religion</i> 3(2): 105-118.</p> <p>Weir, J. (2008). "Connectivity." <i>Australian Humanities Review</i> 45(November): 153-164.</p> <p>Margulis, L. and D. Sagan (2000). <i>Masters of the Biosphere. What is Life?</i> L. Margulis and D. Sagan. Berkeley and Los Angeles, CA, University of California Press: 87-112.</p>	<p>How do the readings from weeks 1, 2, &amp; 3 relate to kinship and connectivity?</p> <p>What does the study of bacteria have to say about resilience and connectivity?</p> <p>Does kinship matter?</p> <p>Are bacteria kin?</p>

<p>4</p>	<p><b>What is multispecies ethnography?</b></p> <p>Key ideas: working and writing across human-animal boundaries, questioning the human; multispecies encounters</p>	<p>Tsing, Anna (2012) Unruly Edges: Mushrooms as Companion Species. <i>Environmental Humanities</i>, 1: 141-154.</p> <p>Bawaka Country including Sandie Suchet-Pearson, Sarah Wright, Kate Lloyd and Laklak Brarrwanga (2013) Caring as Country: Towards an ontology of co-becoming in natural resource management. <i>Asia Pacific Viewpoint</i> 54(2): 185-197.</p> <p>Cheney, Jim &amp; Anthony Weston (1999). <u>Environmental Ethics as Environmental Etiquette: Toward an Ethics-Based Epistemology</u>. <i>Environmental Ethics</i> 21 (2):115-134.</p>	<p>Multispecies ethnography challenges the centrality of the human place in the world.</p> <p>What does co-becoming mean?</p> <p>How does it decenter our ideas of what it means to be human?</p> <p>What does Anna Tsing mean when she says that 'human nature is a multispecies relationship'?</p>
<p>5</p>	<p><b>What is environmental philosophy?</b></p> <p>Key ideas: moral considerability; life and death; Anthropocene; human exceptionalism</p>	<p>Rose, D. B. (2013) "Val Plumwood's Philosophical Animism: attentive interactions in the sentient world" <i>Environmental Humanities</i> 3: 93-109.</p> <p>Hall, M. (2009). "Plant autonomy and human-plant ethics." <i>Environmental Ethics</i> 31(2): 169-181.</p> <p>Kolbert, Elizabeth (2001) 'Enter the Anthropocene – Age of Man' <i>National Geographic Magazine</i>, <a href="http://ngm.nationalgeographic.com/print/2011/03/age-of-man/kolbert-text">http://ngm.nationalgeographic.com/print/2011/03/age-of-man/kolbert-text</a></p>	<p>How widespread is sentience? How does this challenge human exceptionalism?</p> <p>What do you understand by the term 'moral considerability'?</p> <p>Do you think plants are morally considerable?</p> <p>What does it mean to take a 'long view'?</p> <p>What would a mountain have to say? (reading, week 1)</p> <p>What about bacteria? (reading, week 3)</p> <p>How does this relate to the Anthropocene?</p>
<p>6</p>	<p><b>What is playing favourites with species?</b></p> <p>Key ideas: Politics of conservation</p> <p>Charismatic animals</p> <p>Wilderness and 'The Wild'</p>	<p>Benson, Etienne. (2010) The Poetry of wilderness. <i>Wired Wilderness: Technologies of Tracking and the Making of Modern Wildlife</i>, Baltimore, The Johns Hopkins University Press: 52-92.</p> <p>Wilcove, D. S. (2008). <i>Where the Buffalo Roamed. No Way Home: The Decline of the World's Great Animal Migrations</i>. D. S. Wilcove. Washington, Island Press: 105-128.</p> <p>Wilks, David (2010) A hotbed of biodiversity? A natural history of the Ku-ring-gai council area. <i>The Natural History of Sydney</i>, ed Daniel Lunney, Pat Hutchings and Dieter Hochuli. Mosman: Royal Zoological Society of NSW: 282-300.</p>	<p>What are some of the ethical implications of conservation?</p> <p>How 'wild' is wilderness that is managed for conservation?</p> <p>What are some of the pros and cons of the Indigenous idea that humans ought not to play favourites with species?</p> <p>Do you see any ethical issues in the use of radiocollars?</p>

<p>7</p>	<p><b>What is political ecology?</b></p> <p>Key ideas: Communities of Life and Death</p> <p>Mutuality</p> <p>Naturecultures</p>	<p>Muecke, S. (2006). What the cassowary does not need to know. <i>Australian Humanities Review</i> 39-40.</p> <p>Robinson, M. J. (2001). Mexican Wolf Fate Teeters Between Science and Politics. <i>International Wolf</i> 11, 8-11.</p> <p>Rowlands, M. (2002). What Goes Around Comes Around. <i>Animals Like Us</i>. M. Rowlands. London, Verso: 195-213.</p>	<p>What is meant by 'a darkened world'?</p> <p>Are interaction extinctions part of the 'darkened world', and if so why?</p> <p>Does the idea of naturecultures help you think about these questions?</p>
<p>8</p>	<p><b>What is environmental history?</b></p> <p>Deep Time</p> <p>Big Forces: Water and Fire</p> <p>Environmental colonialism</p>	<p>O'Gorman, E (2014) 'Remaking Wetlands: rice fields and ducks in the Murrumbidgee River region (Jodi Frawley and Ian McCalman eds) <i>Rethinking Invasion Ecologies from the Environmental Humanities</i>. Routledge, London and New York.</p> <p>Griffiths, T. (2001). Introduction. In <i>Forests of ash: an environmental history</i> (T. Griffiths, ed.), pp.19, vii-viii Cambridge University Press, Port Melbourne, Victoria (very short, 2 pages)</p> <p>Shiva, V. (2002). Converting Abundance into Scarcity. In <i>Water wars : privatization, pollution and profits</i> (V. Shiva, ed.), pp. 1-17. Pluto Press, London.</p> <p>Head, L (2012) Decentering 1788: beyond biotic nativeness. <i>Geographical Research</i> 50(2): 166-178.</p>	<p>How does the idea of deep time change how you think about life on earth?</p> <p>How does deep time challenge contemporary practices of resource extraction?</p> <p>How does inequality impact on environmental history?</p> <p>How does environmental history change our perceptions of culture and nature?</p>
<p>9</p>	<p><b>What is extinction?</b></p> <p>Key ideas:</p> <p>Extinctions</p> <p>Biopolitics</p> <p>Zoos</p> <p>The living dead</p> <p>Double death</p>	<p>Bond, W. J. (1995). Assessing the risk of plant extinction due to pollinator and disperser failure. <i>Extinction Rates</i>. J. H. Lawton and R. M. May. Oxford, New York, Oxford University Press: 131-146.</p> <p>Chrulew, Matt (2011). Managing Love and Death at the Zoo: The Biopolitics of Endangered Species Preservation. <i>Australian Humanities Review</i>. 50: 37-157.</p> <p>Van Dooren, Thom (2011). Vultures and their People in India: Equity and Entanglement in a Time of Extinction. <i>Australian Humanities Review</i>. 50: 45-61.</p>	<p>What kinds of ethical stand could be taken in relation to vultures?</p> <p>What kinds of ethical stand could be taken in relation to zoos?</p> <p>What is meant by the living dead?</p> <p>What is double death?</p>
<p>10</p>	<p><b>What are geographies of containment and proliferation?</b></p> <p>Key themes: politics of environmental management; transforming nature</p>	<p>Lorimer, J and Driessen, C (2013) Bovine biopolitics and the promise of monsters in the rewilding of Heck cattle. <i>Geoforum</i> 249-259.</p> <p>Saltzman, K et al (2011) Do Cows Belong in Nature? The cultural basis of agriculture in Sweden and Australia. <i>Journal of Rural Studies</i> 27: 54-62.</p> <p>Pollan, Michael (2006) 'The Ethics of Eating Animals'. <i>The Omnivore's Dilemma: A Natural History of Four Meals</i> (Penguin): pp 304-333.</p>	<p>Whose interests are being served in different cases discussed in these readings?</p> <p>Does it matter?</p>

11	<p><b>What is a multispecies city?</b></p> <p>Key themes: urban nature; resilience; human-wildlife relationships; co-inhabiting</p>	<p>Van Dooren, T and Rose, D. (2013) Storied Places in a Multispecies City. <i>Humanimalia</i> 3:2</p> <p>Mathews, F. (2000). "CERES: Singing Up the City " PAN: <i>Philosophy Activism Nature</i> 1: 5-15</p> <p>Power, Emma. (2009). Border-processes and homemaking: encounters with possums in suburban Australian homes. <i>Cultural Geographies</i>. 16: 29-54.</p>	<p>How do we live together with nonhuman others?</p> <p>How does the multispecies city challenge our present lifestyles?</p> <p>What is resilience and ethical interconnection?</p>
12	<p><b>What is thinking and acting ecologically?</b></p>	<p>Edwards, Ferne. (2011). Small, Slow and Shared: Emerging Social Innovations in Urban Australian Foodscapes. <i>Australian Humanities Review</i>, 51: n/a</p> <p>Lorimer, Jamie. (2007). Nonhuman charisma. <i>Environment and Planning D: Society and Space</i>. 25: 5: 911-932.</p> <p>Robin, L. (2007) 'Thinking like a banded stilt' In Robin, L. <i>How a continent created a nation</i>. UNSW Press: 2-5.</p>	<p>What does it feel like to be twelve weeks into your relationship with your mate?</p> <p>How do you understand and experience nonhuman charisma?</p> <p>Is your mate charismatic?</p> <p>Can you relate social innovations to issues concerning your mate?</p>
13	<p><b>What is World Making?</b></p>	<p>Houston, D. (2013) Environmental Justice Storytelling: Angels and Isotopes at Yucca Mountain, Nevada. <i>Antipode</i> 45(2): 417-435.</p> <p>Rose, D. B (2012) Cosmopolitics: The Kiss of Life. <i>New Formations</i> 76: 101-113.</p>	<p>There is no tutorial this week. The readings relate to the last lecture (and take home exam).</p> <p>Students have an opportunity to present 'world-making' projects they are involved in.</p>

## 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](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](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](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/](https://students.mq.edu.au/support/student_conduct/)

## 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](http://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](http://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

### 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
- 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
- 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 tasks

- Choose Your 'Mate'
- 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**

- 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**

- 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**

- 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

- Journal Exercise
- 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 tasks

- Journal Exercise
- Journal Selection and Essay
- Presentation and Report

## 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

## 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

- 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
- Presentation and Report

## 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

- 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
- Take home Exam

## **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
- Take home Exam

## Assignment Submission

### Submission Requirements

The following applies to all assignments. Please read these requirements very carefully (this is a test of your reading ability!). Failure to comply with these requirements may result in your assignment being returned to you. Please ensure you:

- type or word-process assignments except in exceptional circumstances (note that all students have access to word processing facilities in the Students Union);
- do not put your assignment in any plastic cover or folder;
- use wide margins (3cm) and one-and-a-half or double spacing to allow for comments;
- use a reference list to correctly list all sources cited in your text (note that failure to cite sources - including unpublished lecture material etc - will be considered as plagiarism and will result in severe penalties, up to and including failure of the whole unit. If you need to include references to material not cited in your text, use a bibliography and include a brief paragraph explaining why).

External students can submit their assignments via email to the Center for Open Education (CoE) via: [coeassign@mq.edu.au](mailto:coeassign@mq.edu.au)

All assignments are to be submitted by **5pm** on the date specified and must include a completed and signed coversheet stapled to the front cover. The Assignment Cover Sheet will be available: in electronic format for completion and downloading from the web (<http://web.science.mq.edu.au/intranet/lt/barcode/coversheet.php>).

Please be aware of the conditions when signing the declaration, in particular that you have agreed to conform to the University's policy on academic honesty (plagiarism) and that you have kept a copy of your assignment. Assignments will be returned to internal students in class. Any assignments not collected may be collected from the Science Centre during working hours. You will be required to show Student ID to collect assignments.

Alternative formats and media for each assessment task may be negotiated, but you are required to consult with me for approval of specific topics, formats and approaches. In each case, you will need to formally identify specific learning objectives as part of your decision about assessment. These learning objectives can be discussed with Dr Houston and should be clearly listed in an attachment to your submitted work. The intention of this option is to encourage you to develop skills in identifying, discussing and reflecting upon your own motivations, priorities and objectives in doing this unit, and more generally, in assessing your own strengths and weaknesses as a learner, identifying your own learning needs, and designing and implementing strategies to meet these needs.

All assignments must be appropriately referenced. You must provide citations in your text (e.g., footnotes or Harvard style) and provide a reference list of all the sources cited in your text at the end of your assignment. Please note that failure to cite sources - including unpublished lecture material etc - will be considered as a breach of academic honesty and will result in severe

penalties, up to and including failure of the whole unit. If you need to include references to material not cited in your text, use a bibliography and include a brief paragraph explaining why.

## **Deadlines, extensions and penalties**

Deadlines are a serious element of 'real world' employment practices that most of us work under. Deadlines set for assignment submissions are real and will not be altered except in appropriate circumstances. In all cases, extensions must be requested from Donna Houston and they must be applied for **before the due date** and must be supported with appropriate documentation (medical certificate, counsellor's certificate, statutory declaration) and confirmed in writing (eg by email). Where circumstances warrant an extension, you should also consider formally applying for special consideration through the Registrar's Office. In the case of the final assessment task, extensions will only be available under the same circumstances as would allow you to seek a special examination (illness, misadventure etc). No extensions will be granted because you have not organised your time adequately.

Where an extension has not been agreed to, late penalties will be imposed as follows:

- 1 full mark per day (or part of a day commencing at the due time) for assignments received within 10 days of the due date.
- Assignments received 11-14 days after the due date will be marked on a Pass/Fail basis, with a Pass awarded a numerical mark equivalent to a minimum pass of 50%
- Assignments received more than 14 days after the due date will not be marked and you will be considered to have failed to meet the requirements of the unit.