

# GEO350 Geo-ethics: Plants, Animals and People

School: School of Law and Society

2025 Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course you will explore the geography of life on earth at different places, spaces and scales. You will use empirical and critical biogeography approaches to examine contemporary topics about nature. You will study theories and concepts about the distribution, dispersal and extinction of plants and animals; and critical, more-than-human theories and concepts about the interactions between plants, animals and people in diverse places such as the home, entertainment, education, agriculture, tourism, and conservation areas.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Scheduled face-to-face tutorial	2hrs	Week 1	10 times
<b>Learning materials</b> – Asynchronous online delivery of learning materials	1hr	Week 1	13 times
<b>ONLINE</b>			
<b>Tutorial/Workshop 1</b> – Scheduled online delivery of tutorials	2hrs	Week 1	10 times
<b>Learning materials</b> – Asynchronous online delivery of learning materials	1hr	Week 1	13 times

### 1.3. Course Topics

- the history of biogeography
- spatial patterns in nature
- biogeographic processes
- humans as natural
- companion species
- nonhumans in education, therapy, film zoos, entertainment and agriculture
- planning geo-ethical spaces and places

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Learning & Teaching Council
1 Demonstrate fundamental theories and concepts linking plants, animals and people in geography and allied disciplines.	Sustainability-focussed	1, 2
2 Describe how these theories and concepts manifest in different spaces, places and environments.	Creative and critical thinker Sustainability-focussed	3
3 Apply these concepts to 'real world' situations	Engaged	4
4 Search, select and analyse relevant academic information and communicate findings in different formats	Empowered	6
5 Interpret data to determine the impact and interactions between plants, animals and people	Knowledgeable Sustainability-focussed	5
6 Demonstrate skills in problem definition	Creative and critical thinker	5

### \* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN LEARNING & TEACHING COUNCIL	
1	Knowing: Demonstrate a coherent geographical understanding of trends, processes and impacts that shape Australian and other environments and/or societies at different spatial and temporal scales.
2	Knowing: Demonstrate an understanding of Geography as an academic discipline, including awareness of its concepts, history and principal subfields, whilst acknowledging the contested, provisional and situated nature of geographical understanding.
3	Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments.

**CODE    COMPETENCY**

- 4    Thinking: Recognise, evaluate and synthesise various views, arguments and sources of knowledge pertinent to solving environmental and social problems.
- 5    Investigating and problem solving: Resolve geographical questions by ethical means, applying evidence-based knowledge and appropriate research techniques, including those associated with field work.
- 6    Communicating: Communicate geographical perspectives and knowledge effectively to specialist and non-specialist audiences using appropriately selected written, oral and visual means.

**5. Am I eligible to enrol in this course?**

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

**5.1. Pre-requisites**

Not applicable

**5.2. Co-requisites**

Not applicable

**5.3. Anti-requisites**

Not applicable

**5.4. Specific assumed prior knowledge and skills (where applicable)**

Not applicable

**6. How am I going to be assessed?****6.1. Grading Scale**

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

**6.2. Details of early feedback on progress**

The first task is split into two parts one - unmarked quick feedback (Week 2) and the second is marked (Week 4).

**6.3. Assessment tasks**

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	20%	1000 words max	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral	Individual	35%	PechaKucha is a storytelling format where a presenter shows 20 slides for 20 seconds each.	Week 7	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	45%	2000 words	Week 13	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Using Theory - Building Connections

<b>GOAL:</b>	It is critical that you develop a keen ability to apply and think through Geo-ethics theory and approaches. This exercise is developed to give you confidence and feedback for your learning and models the work you will be doing in Task 2.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	Academic essay	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrate and apply theoretical and practical knowledge of fundamental concepts and processes that have been discussed in workshops <b>1</b>
	2	Demonstrate the ability to analyse readings, discussions and other information and to take an informed position on the relationship between human and non-human nature that values differing perspectives. <b>2 3</b>
<b>GENERIC SKILLS:</b>	Communication, Information literacy	

**All - Assessment Task 2:** PechaKucha 20-20

<b>GOAL:</b>	To demonstrate fundamental concepts in studying geo-ethics using both empirically-based and critical thinking approaches.	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	There are numerous examples of Petcha Kutchas on YouTube. The key here is finding your point, being clear and not repeating yourself. We will practice in tutorial.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrate and apply theoretical and practical knowledge of fundamental concepts and processes that have been discussed in workshops <b>1</b>
	2	Demonstrate the ability to analyse readings, discussions and other information and to take an informed position on the relationship between human and non-human nature that values differing perspectives. <b>2 3</b>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Information literacy	

### All - Assessment Task 3: Final Essay

<b>GOAL:</b>	<p>To practically apply your knowledge.</p> <p>Choose a film, book, or documentary as a source text, and provide an analysis of some of the key ideas learnt in this course that are covered in the chosen text. Identify and describe the key concepts from the course that are present in the source text, and follow with an analysis of how each of these concepts presents to the reader/viewer in terms of their potential to affect or change societal attitudes. Finally, make suggestions as to how you might use the source text to bring about more powerful societal change.</p> <p>OR</p> <p>Choose a challenge in human-nonhuman interactions (e.g. companion animals, working and commodified animals, animals in agriculture, animals in the wild) and explain how you might mount a campaign for society to change social values and behaviours to bring about more (geo-)ethical social values and behaviours.</p>																		
<b>PRODUCT:</b>	Essay																		
<b>FORMAT:</b>	<p>Research and cite relevant literature (approximately 5-12 references) that supports your interpretation of the concepts in that text (for example, analyses of similar texts that are written in journal articles) or that support your campaign and how to change views on this challenge (e.g. educational or political campaign).</p> <p>Your analysis should also be based on peer-reviewed literature from academic journals, books, and scientific grey literature. You should use only minimal web sites and these must be credible sources e.g. government research reports.</p>																		
<b>CRITERIA:</b>	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Demonstrate and apply theoretical and practical knowledge of fundamental concepts and processes that have been discussed and observed</td><td>1</td></tr><tr><td>2</td><td>Demonstrate organisation and the ability to analyse a variety of information types into key concepts</td><td>3 5</td></tr><tr><td>3</td><td>Demonstrate the ability to take an informed position on the relationship between human and non-human nature in different spaces and places</td><td>2 5 6</td></tr><tr><td>4</td><td>Search, select and correctly reference relevant academic and verbal information and personal observations</td><td>4</td></tr><tr><td>5</td><td>Demonstrate structure, clarity and style of writing appropriate for the audience</td><td>2</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Demonstrate and apply theoretical and practical knowledge of fundamental concepts and processes that have been discussed and observed	1	2	Demonstrate organisation and the ability to analyse a variety of information types into key concepts	3 5	3	Demonstrate the ability to take an informed position on the relationship between human and non-human nature in different spaces and places	2 5 6	4	Search, select and correctly reference relevant academic and verbal information and personal observations	4	5	Demonstrate structure, clarity and style of writing appropriate for the audience	2
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<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy																		

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)