



## COURSE OUTLINE

# INT301 Rights and Justice in a Multispecies World

**School:** School of Law and Society

2026 | Trimester 1

UniSC Sunshine Coast

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, unless your program has specified a mandatory onsite requirement.

*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 an interconnected world grappling with complex environmental challenges, the concept of justice must expand beyond the human realm to embrace the vast array of non-human species that share our planet. The course aims to redefine our ethical framework and explore innovative approaches to ensure a harmonious coexistence between humans and other species. It offers a comprehensive examination of the intricate web of relationships within the global ecosystem, challenging traditional anthropocentric perspectives. Through interdisciplinary scholarship, scientific insights, and case studies, students will delve into the philosophical, legal, and ethical dimensions of multispecies justice.

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

| ACTIVITY   | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>  |       |                |           |
| <b>Learning materials</b> – Online learning materials (e.g. videos, readings, activities, discussion board)        | 1hr   | Week 1         | 12 times  |
| <b>Tutorial/Workshop 1</b> – Weekly in-person tutorial/workshop  |       |                |           |
|  | 2hrs  | Week 1         | 10 times  |
| <b>ONLINE</b>  |       |                |           |
| <b>Learning materials</b> – Weekly online learning materials (e.g. videos, readings, activities, discussion board) | 1hr   | Week 1         | 12 times  |
| <b>Tutorial/Workshop 1</b> – Weekly online tutorial/workshop   | 2hrs  | Week 1         | 10 times  |

### 1.3. Course Topics

What is the Anthropocene?

Theories of Justice

Earth-Centered Law

The More-than-Human in Theory and Practice

Human and More-than-Human Rights

Multispecies Justice

The Intersections of Human and More-than-Human Rights

## 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   |
|--|--|
| On successful completion of this course, you should be able to...  | Completing these tasks successfully will contribute to you becoming...               |
| <ul style="list-style-type: none"><li>① Understand key concepts, theories, and philosophical approaches related to multispecies justice, including the historical development of these ideas and their relevance to contemporary issues.</li></ul> | Knowledgeable<br>Empowered   |
| <ul style="list-style-type: none"><li>② Conduct interdisciplinary research on topics related to multispecies justice and effectively communicate findings through written, oral, and multimedia presentations.</li></ul>                           | Creative and critical thinker<br>Sustainability-focussed<br>Communication            |
| <ul style="list-style-type: none"><li>③ Understand the role of international organizations and legal instruments in advancing multispecies justice.</li></ul>  | Knowledgeable<br>Empowered   |
| <ul style="list-style-type: none"><li>④ Develop skills to assess, design, and advocate for policies that promote multispecies justice at local, national, and global levels.</li></ul>   | Empowered<br>Ethical<br>Engaged<br>Sustainability-focussed<br>Communication          |
| <ul style="list-style-type: none"><li>⑤ Appreciate the intersections of multispecies justice with other social justice issues, including race, gender, and class.</li></ul>  | Creative and critical thinker<br>Ethical<br>Sustainability-focussed<br>Collaboration |
| <ul style="list-style-type: none"><li>⑥ Analyze case studies that illustrate conflicts and resolutions in multispecies justice.</li></ul>  | Knowledgeable<br>Engaged<br>Sustainability-focussed<br>Problem solving               |

## 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

Early feedback is provided in Assessment 1. Students will be given direct oral and written feedback on their preparation and participation in the tutorial related to readings and online-learning materials each week.

### 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        | Artefact - Creative, and Written Piece | Individual          | 25%         | 750-1000 words                 | Week 4                                       | Online Submission                                  |
| All           | 2        | Journal                                | Individual          | 25%         | 500 words                      | Throughout teaching period (refer to Format) | To be Negotiated                                   |
| All           | 3        | Essay                                  | Individual          | 50%         | 2000 words                     | Exam Period                                  | Online Assignment Submission with plagiarism check |

#### All - Assessment Task 1: Creative Essay and Policy Issue

|                        |   |  |                                  |
|------------------------|---|--|----------------------------------|
| <b>GOAL:</b>           | The primary goal of this creative essay assignment is to develop your ability to communicate the issues surrounding multispecies justice. By engaging in a creative process about your connection to nature and how you feel, you can create justice in your everyday life. You will enhance your writing skills, explore your creative potential, and communicate effectively. |  |                                  |
| <b>PRODUCT:</b>        | Artefact - Creative, and Written Piece  |  |                                  |
| <b>FORMAT:</b>         | Creative essay and policy review on a topic in multispecies justice.  |  |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>  |  | <b>Learning Outcome assessed</b> |
|                        | 1 The ideas are original, showing creativity and a unique perspective and the tone is suitable for the audience and purpose, and the writer's voice is distinct and engaging.   |  | 1 2 5                            |
|                        | 2 Correct use of grammar, including subject-verb agreement, verb tense, and pronoun usage with proper use of punctuation marks and spelling to clarify meaning and enhance readability.   |  | 2                                |
|                        | 3 The essay effectively communicates its message and achieves its intended purpose and reflects a high level of effort and professionalism in its presentation and attention to detail.   |  | 1 2 6                            |
| <b>GENERIC SKILLS:</b> | Communication, Organisation, Information literacy   |  |                                  |

## All - Assessment Task 2: Weekly Journal Reflection

|                        |  |                                  |  |
|------------------------|--|----------------------------------|--|
| <b>GOAL:</b>           | The primary goal of the weekly portfolio (Weeks 2-8) assignment is to foster continuous learning and reflection on your progress throughout the course. This exercise is designed to enhance your understanding of the material, encourage consistent engagement, and develop your ability to evaluate your own work critically. Each student is required to lead ONE tutorial discussion with questions and activities created from that week's learning materials. |                                  |  |
| <b>PRODUCT:</b>        | Journal  |                                  |  |
| <b>FORMAT:</b>         | Handwritten journaling is encouraged; online students are welcome to submit scans or photos of their handwritten notes via email. Students are required to submit their work during the tutorial, either in person or by emailing the instructor.  |                                  |  |
| <b>CRITERIA:</b>       | <b>No.</b>   | <b>Learning Outcome assessed</b> |  |
|                        | 1 The entries make clear connections between personal experiences, observations, and the concepts or theories learned in the course.   | 1 2 4 5                          |  |
|                        | 2 Entries demonstrate insightful thinking and analysis, going beyond mere description and the writer evaluates their own thoughts and experiences in light of course content.  | 1 2 4 5                          |  |
|                        | 3 References to readings or class discussions are integrated into the reflections and the journal is presented neatly and follows any given formatting guidelines.   | 2 4                              |  |
| <b>GENERIC SKILLS:</b> | Communication, Collaboration, Problem solving, Organisation  |                                  |  |

## All - Assessment Task 3: Policy Issue Essay

|                        |   |                                  |  |
|------------------------|---|----------------------------------|--|
| <b>GOAL:</b>           | The primary goal of this case study assignment is to explore and analyse a specific topic within the broader context of multispecies justice over the last half of the class. This includes grasping the ethical, ecological, social, and legal dimensions of the issue. The essay topic will be chosen in Week 6, and tutorial time will be used in Weeks 6-10 to scaffold the essay with Cadmus. Peer review will be required of all students.  |                                  |  |
| <b>PRODUCT:</b>        | Essay   |                                  |  |
| <b>FORMAT:</b>         | To complete the task, students follow a scaffolded process within Cadmus: <ul style="list-style-type: none"> <li>Access the task via Cadmus Classic: Students log in using multi-factor authentication, ensuring secure access.</li> <li>Engage with writing prompts: Cadmus provides structured guidance, including checkpoints for planning, drafting, and revising.</li> <li>Submit embedded reflections: Students respond to prompts about their research choices, writing challenges, and learning outcomes.</li> <li>Save and submit draft</li> </ul> |                                  |  |
| <b>CRITERIA:</b>       | <b>No.</b>  | <b>Learning Outcome assessed</b> |  |
|                        | 1 The essay demonstrates a thorough understanding of the topic, providing insightful analysis and critical thinking.  | 1 2 3 4 6                        |  |
|                        | 2 Claims are well-supported with appropriate evidence, examples, and references to credible sources and demonstrates ability to connect ideas and synthesize information from various sources.  | 1 2 3 4 6                        |  |
|                        | 3 Effective integration of quotations, paraphrases, and summaries into the essay with proper citation of sources within the text and in the bibliography or works cited page, following the required citation style.  | 1 2                              |  |
|                        | 4 The essay effectively communicates its message and achieves its intended purpose.   | 1 2 3 4 5<br>6                   |  |
| <b>GENERIC SKILLS:</b> | Communication, Problem solving, Organisation  |                                  |  |

## 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](#) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](#) 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)