



EECS FSAN 310S

Summer Field Studies in Australia and New Zealand

The Spirit of the Landscape : Environment, Ethics, Culture, and Sustainability

Credits 4

Description :

This is a field-based study experience taking place in Australia and New Zealand, which focuses on the environment, environmental ethics, culture and sustainability

The course has been designed for students who wish to experience and gain an understanding of some of Australia and New Zealand's unique wilderness environments and their significance to Indigenous and contemporary society. The educational setting for much of this course will be in the field and thus experiential in nature.

Through field study, lectures, and daily journaling, students will explore some of the most significant and treasured natural areas in Australia and New Zealand, including the Great Barrier Reef, the Wet Tropics, the Australian Outback, and the Volcanic, Geothermal and Glacial areas of the North and South Islands of New Zealand.

Topics will include historical perspectives of the relationship between humans and nature; introduction to psycho-evolutionary theory; the nature of wilderness and its influence on human behavior; conservation, sustainability and climate change; leadership and personal development through wilderness experience.

Learning Objectives and Expected Student Competencies:

Upon completion of this course students should be able to:-

- Discuss the historical relationships humans have had with the natural environment
- Demonstrate some understanding of the influence of wilderness experience on human behavior
- Recognize the therapeutic nature of a wilderness experience
- Plan and execute a supervised wilderness expedition
- Recognize the impact of contemporary human existence on the natural environment and the importance of sustainable living
- Consider our perceptions of and ways we interact with nature
- Identify the environmental significance of the Great Barrier Reef, the Wet Tropics, the Australian Outback and the Volcanic and Geothermal areas of New Zealand
- Demonstrate an understanding of the history, traditions and beliefs of the Australian Aborigine and New Zealand Maori
- Identify significant flora/ fauna and geology of the regions visited

Course Requirements and Readings :

1. Driver, B. L., Baltre, T. Dustin, D. Elsner, G. Peterson, G. (Eds.). (1996)
Nature and the Human Spirit. State College PA : Venture Publishing

ISBN: 0910251827 Cost To Be Determined

Driver, B.L., Brown, P. J., Peterson, G. L. (Eds) (1991) *Benefits of Leisure*. State College PA : Venture Publishing, Inc.

ISBN: 0910251487 Cost To Be Determined

Mead, H. M. (2006) *Tikanga Maori*. Wellington : Huia Publishers

ISBN: 1877283886 Cost To Be Determined

Voigt, A., Drury, N. (1998) *Wisdom from the Earth : The Living Legacy of the Aboriginal Dreamtime*. Boston : Shambala Publications

ISBN: 0731805690 Cost To Be Determined

Research papers Dickinson, S. et.al. A booklet of readings and research papers will be given to students at the commencement of the course. Cost to be determined.

- 2 There will be one 30-minute oral presentation, a reflective journal, and one final paper.
- 3 Students are required to participate in all fieldwork projects, including 2x3 day mini-expeditions in Australia and New Zealand. The oral presentation topic will be prescribed by the course instructor and given either in the field or classroom as appropriate. The reflective journal must show understanding of course material as well as reflective writing. The final paper must address some aspect of the course, chosen by the student and approved by the instructor.
- 4

Satisfactory participation	10%
Reflective Journal	30%
Oral Presentation (30 min.)	20%
Final Paper (3000 words)	40%
- 5 Guest Speakers
Tribal Elders Kuku Yalanji Mossman Education Centre
Head Ranger Daintree Discovery Centre Cape Tribulation
Doreen Wilson Chillagoe Aboriginal Artist Chillagoe-Outback Australia
Patrick Tamaki Maori Cultural Leader Tamaki – Rotorua
Dr. Heather Purdie Canterbury University
- 6 Satisfactory participation requires students to engage in the range of lectures and field experiences, and actively contribute to a daily review. The reflective journal will record all lectures, experiences and reviews, and present them in a cognitive and effective manner. The 30-minute oral presentation requires students to research a prescribed topic by accessing the literature provided in the course/on-line, and present the material in an interesting, engaging and informative way. Finally, the course paper allows students to choose a course-related topic which particularly interests them. The paper should reflect academic rigor and be appropriately written according to accepted academic standards.

- 7 Discuss the historical relationships humans have had with the natural environment. Indigenous guest speakers and instructor lectures will address this and impression will be recorded in the journal.
- 8 Demonstrate some understanding of the influence of wilderness experience on human behavior. Journal reflection and expedition reviewing will address this learning outcome.
- 9 Recognize the impact of contemporary human existence on the natural environment and exemplify sustainable practices. Recorded observations in the field and subsequent reviewing will address this outcome.
- 10 Recognize the therapeutic nature of a wilderness experience. Instructor lectures and recorded experiential learning will address this outcome.
- 11 Plan and execute a supervised wilderness expedition. Active participation in planning and reviewing of two expeditions will address this outcome.
- 12 Consider our perceptions of and ways we interact with nature. Instructor lectures and experiences in the field will address this outcome, to be recorded in the journal and reviewed.
- 13 Identify the environmental significance of the Great Barrier Reef, the Wet Tropics, the Australian Outback and the Volcanic, Geothermal and Glacial areas of the North and South islands of New Zealand. Recorded observations in the field, guest speakers and instructor lectures will address this learning outcome.
- 14 Demonstrate an understanding of the history, traditions and beliefs of the Australian Aborigine and New Zealand Maori. Instructor lectures, and 3 days of Indigenous speakers will address this outcome and be documented in the journal.
- 15 Identify significant flora/ fauna and geology of the regions visited. Instructor lectures and field studies will address this outcome and be recorded in the journal.

NB.

As this course is experiential, and intensive, there will be ongoing discussions/presentations/experiences of ideas and theories presented as well as formal reviews at the end of every day.

Note. The course is at undergraduate level.