



**Syllabus Australia: North Queensland**  
*Sustaining Human Societies and the Natural Environment*  
[www.aup.com/australia](http://www.aup.com/australia)

*Please note: This syllabus is a general plan only and deviations may be necessary.*

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**Instructors**

- Faculty from home institution
- Supporting lectures from faculty at James Cook University, Townsville (Queensland, Australia)
- Plus local field experts from leading environmental organizations in Australia

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**Course description**

This 3.5-week study abroad program will examine the natural (and related social) history and environmental conservation of North Queensland, Australia. The goal of this course is using the Queensland, Australia case to integrate the different perspectives of diverse natural, biological, and social science disciplines to improve understanding of relationships between human societies and the natural environment. Assessment will be delivered through educational travel, field trips, active participation, presentations and seminars, and coursework exercises.

An initial stay in Townsville, with lectures from faculty at James Cook University will be followed by an exploration of the network of national parks, reserves, offshore islands, and coastal areas of northern Queensland, before heading to Cairns for a couple of days to complete the program. In the field, we will snorkel (scuba diving is optional) and explore the marine diversity of the Great Barrier Reef; learn about Aboriginal culture and history through interactions with indigenous communities; investigate natural resource management, ecotourism and farming practices in the Outback; and hike through the tropical rainforest of the Daintree World Heritage Area to study the diverse wildlife and flora of Australia. These activities are all included in the program cost.

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**Course objectives**

By the end of the program students will:

1. Understand the natural history, biogeography, ecological diversity, and related social and cultural contexts of Australia through an exploration of Queensland's network of national parks and protected areas, which encompass the Outback, rainforests, coastlines, marine reserves, and offshore islands;
2. Understand the impacts of human actions on the natural systems, and human responses to those changes, using the case of Queensland, Australia;
3. Develop an understanding of ecological education practices, integrated natural resource management, and conservation actions throughout Queensland, Australia;
4. Be able to address relationships between human societies and their natural environments from multiple disciplinary perspectives and to develop a complex, multi-faceted and holistic view of human – environment connections that cross traditional disciplinary boundaries;
5. Work as an effective member of an interdisciplinary research team.

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**Course credit**

Students must register for a total of 6 semester credits (or 9 quarter credits) at either the undergraduate or graduate. Regardless of which course that the student registers for, all students will receive the same course material. There are multiple program dates, each with different accrediting institutions and course offerings. For a full list of course offerings please visit [www.aup.com/apply](http://www.aup.com/apply). To determine which credits you wish to register for, select (1) a program date (2) an institution, and (3) course prefix and number.

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**Transfer credit**

The following institutions accept students from any school in the United States at in-state tuition rates:



- East Carolina University
- Oregon State University
- SUNY-Brockport
- University of Florida
- University of Montana

### **Prerequisites**

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There are no pre-requisites, but eligible students must be accepted by AUIP and the accrediting institution and be in good academic standing at their home institution.

### **Attendance and lateness policy**

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Punctual attendance at all scheduled, program–related activities is required, including group meetings, discussions, field excursions, as well as lectures and any other scheduled activities. Participation in field activities (such as hiking, snorkeling, swimming, kayaking, etc) is voluntary and at the discretion of the student; however, should you wish not to participate you must inform the instructor and an alternate activity will be assigned. An excused absence or decision not to participate in one or any of these field activities will not affect your grade for the course. During the field studies, no student is to leave the group without the consent of the faculty supervisor. Unless an absence is approved by one of the instructors or the program directors, students will lose 10% of their final grade for each day or part-day they fail to participate. Any unexcused absences or *continued late arrival* to program activities may, at the discretion of the Program Director, be grounds for dismissal from the program.

### **Academic honesty**

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All academic work must meet AUIP standards of academic honesty (as described in the AUIP Student Manual). Each student is responsible for informing themselves about those standards before performing any academic work. Academic dishonesty is not just copying the work of others, but also includes such behaviors as tolerating the academic dishonesty of others or giving false reasons for failure to take a test.

### **Conduct regulations**

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All students must be familiar with the general conduct regulations described in the AUIP Student Manual. Failure to obey these policies may result in dismissal from the program, at the discretion of the Program Director.

### **Special accommodations**

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Any student with a disability who needs an accommodation or other assistance in this course must contact AUIP at least 4 weeks before the program begins. After that time, AUIP cannot guarantee that such needs can be accommodated. Some activities involve moderate exercise, such as hiking and snorkeling and participation is voluntary for all students.

### **Coursebook and required readings**

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The course reading packet will be available pre-departure at Bel-Jean Copy-Print Center, 163 E. Broad St., Athens, GA 30601 (Tel: 706-548-3648) and contains all the required readings and supporting materials for completing coursework plus some general helpful information. To order your course reading packet please follow the instructions at this link <http://www.bel-jean.com/contact-study-abroad.php>. **You must bring this with you as copies will not be available in-country.**

#### Pre-departure (optional) readings

For pre-departure reading, we recommend:  
*Guns, Germs, and Steel*, by Jared Diamond

*The Fatal Impact*, by Alan Morehead  
*The Fatal Shore*, by Robert Hughes  
*Follow the Rabbit Proof Fence*, by Doris Pilkington and Nugi Garimara  
*A Town Like Alice*, by Nevil Shute  
*Dingo Makes us Human*, by Deborah Bird Rose  
*Original Australians* by Josephine Flood  
*Blue Latitudes* by Tony Horwitz

For pre-departure viewing, we recommend:

*First Australians*: <http://www.sbs.com.au/firstaustralians>

## Course assignments

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Pre-departure culture and geography quiz and set of essays (10%) - Complete this assignment before you arrive in country as there will be no time to do this when you get there.

The pre-departure culture and geography quiz is found in the course reading packet. You will need to use the internet and/or library resources to complete the assignment which is to be handed in on the first day of the program. The essay questions (below) do not require references or data sources; rather, respond with your own personal thoughts. There are no right or wrong answers and your grade will be pass/fail. Submit each essay of about 250 typed words (per question) in Times New Roman 10 point font (single-spaced) and hand to your instructor on day one of the program. Type your name on the top-right corner of the first page.

1. What are your expectations regarding the geography, culture, and society of the country that you are visiting?
2. Why did you select this program and in what ways do you expect it will benefit you?

## Field modules and site quizzes (60%)

The modules relate what we learn in the classroom with field activities. The course reading packet and the field staff are your primary sources of information to help you complete the module questions. Note that the field experts are resources to help you complete the modules but not to provide you with answers; their role is to guide you in discovering them yourselves. Written answers to the module questions are due at intervals throughout the program (see itinerary); part of the module grades may also be based on field site quizzes as will be explained by the course instructor. Each module question will be graded as follows:

- A Explains the core concept(s) very clearly and with evidence of real thought, technically correct response, gives the most relevant and best examples, very clear and well-written, only relevant material included and thoughtfully concise.
- A- A very good answer, worthy of an A grade but may contain some minor content, grammatical, and/or editorial corrections.
- B+ A strong answer that clearly shows thorough understanding of the material but does not contain all the necessary content required.
- B Discernable evidence of grasp of concept, good and correct examples given, well written, thoughtfully concise
- B- A well-written answer that contains most (but not all) of the content required and may suffer from some grammatical and/or editorial mistakes and omissions.
- C Adequate but limited grasp of core concept(s), some examples although not necessarily the best or most relevant, legible. May lack conciseness or clarity in the response.
- D Little or no grasp of core concept(s), or incorrect or no examples given, or hard to read or poorly written.
- F Fails to address the question, or little or no grasp of core concept and incorrect or no examples given, or illegible.

### Final exam (30%)

The final exam will be open notes and comprehensive across the program, and may draw material from any reading, field exercises, lectures, or discussions. The exam will be comprised of a mixture of questions including multiple-choice, essay and short answer.

### **Additional course assignment for graduate credit**

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Graduate students will be required to submit an individual report (see below) which will be graded on a pass/fail basis. In addition to the report, graduate credit for the course requires that the quality of the presentations, written exam material, and project assignments will be of a higher quality than at the undergraduate level. Accordingly, written material and project assignments will receive more rigorous grading than at the undergraduate level.

Two essays are required. Each essay must be 1000 words, typed (Times New Roman 10 point font) and single-spaced (with your name and page number on the header) and should be submitted electronically as an e-mail attachment in MS Word to your instructor no later than one week after the program concludes. References and appendices are not included in the word limits. You will be expected to demonstrate an ability to synthesize concepts and material across the course using real-world scenarios, to include external references (which must be fully cited), and to write in a well executed, grammatically correct style. Essays will be graded on a pass/fail basis.

For the first essay, respond to the following question: "How did the study abroad experience influence your understanding of global and U.S. conservation issues?"

For the second essay, write a magazine or newspaper style article (that may include photographs and captions) that describes how you benefited from the study abroad experience.

### **Grade assessment**

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Final grades for all credits will be assessed together and as follows:

A	89.5 - 100 percent
B	79.5 - 89.4 percent
C	69.5 - 79.4 percent
D	59.5 - 69.4 percent
F	below 59.4 percent

### **Course topics**

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See the itinerary for a full list and schedule of field activities and lectures.