USC

COURSE OUTLINE

GEO310 Indigenous Peoples and the Environment

Course Coordinator: Jennifer Carter (jcarter@usc.edu.au) **School:** School of Law and Society

2021 | Semester 2

USC Sunshine Coast

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

Please go to the USC website 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

Dominant environmental discourse marginalises Indigenous peoples around the world in multiple ways. You will explore the rights and interests of Indigenous peoples in land, resources and heritage, and critique the structures and processes of colonisation at different scales that deny, ignore or subsume those rights and interests. The course offers alternative ways of thinking, and their implications for creating more equitable and sustainable futures. It is a strong foundation for students from a range of backgrounds including geography, planning, environmental studies and tourism.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – On campus tutorial	1hr	Week 2	10 times
Lecture – Live online lecture	2hrs	Week 1	13 times

1.3. Course Topics

- Migration, colonisation and land use change Access, equity and spatial difference
- International rights, policy and practice
- Australian environmental planning and management Land tenure
- Land and water rights
- Native title
- Cultural heritage
- Indigenous tourism
- Co-existence and cross-cultural partnerships

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 knowledge of key legislation, policies and practice that frame natural resource and environmental management internationally and in Australia and their implications for Indigenous peoples.	Creative and critical thinker Empowered	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 Argue for a position on the rights and interests of Indigenous peoples in environmental matters based on theories and evidence from research	Creative and critical thinker Engaged	3 - Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments. 4 - Thinking: Recognise, evaluate and synthesise various views, arguments and sources of knowledge pertinent to solving environmental and social problems.
3 Determine and assess the ethical, moral and political responsibilities involved in planning and management of natural resources on Indigenous lands.	Ethical Engaged	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.

5. Am I eligible to enrol in this course?

Refer to the USC 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

GEO210 or GEO700

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

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.

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	Examination	Individual	30%	1600 Words	Week 5	Online Assignment Submission
All	2	Essay	Individual	50%	2500 Words	Week 13	Online Assignment Submission
All	3	Oral	Individual	10%	500 Words	Throughout teaching period (refer to Format)	In Class
All	4	Journal	Individual	10%	Throughout semester	Throughout teaching period (refer to Format)	In Class

All - Assessment Task 1: Take home examination

GOAL:	To relate your knowledge to specific questions to demonstrate you understand the basic concepts.
PRODUCT:	Examination
FORMAT:	You will be required to write four short answers of approximately 400 words each in response to a selection of questions based on the essential readings set for weeks one to four. Questions will be available on Blackboard in Week 1. Submission of all short answers is required in Week 5.

CRITERIA:	No.		Learning Outcome assessed
	1	Degree to which relevant knowledge taught in class is explained in answers	1
	2	Degree to which evidence obtained from required readings is used to support answers to the questions and the position taken with respect to the answers	2
	3	Evidence of careful reading in planning, preparation and writing the answers	2
	4	Quality of argument showing logical organization of the argument and consistency	2
	5	Quality of expression and presentation including correct grammar, punctuation and spelling in written answers	1 2 3

All - Assessment Task 2: Essay

GOAL:	To critically examine and apply your knowledge to develop an argument in relation to a specific topic.
PRODUCT:	Essay
FORMAT:	You will be required to write an essay of 2500 words in response to one of a selection of questions concerning issues raised by the course. Questions will be available on Blackboard in Week 1.

CRITERIA:	No.		Learning Outcome assessed
	1	Degree to which there is detailed and relevant knowledge of the course content in answer to the question	①
	2	Extent to which conflicting theories and explanations are presented and critically analysed	③
	3	Evidence in support of your argument, referenced with page numbers and documented through correct use of the reading, citations, quotations and bibliography	①
	4	Depth of originality and independence of thought in presenting your argument	③
	5	Quality of argument showing logical organization of the argument and consistency throughout the essay and a well-structured argument	②
	6	Quality of expression and presentation including correct grammar, punctuation and spelling	① ② ③

All - Assessment Task 3: Tutorial Presentation

GOAL:	To apply your knowledge of a topic to develop a paper as the basis for class analysis and discussion.
PRODUCT:	Oral
FORMAT:	In the first tutorial, you are required to select one week in which you will, in groups, guide and deliver a tutorial discussion. For that week, each student will devise and present brief commentary and a question derived from one of the required readings for the week. Together, your group will cover all the required readings for that week. Commentary will consist of about 500 words including referencing the reading. The question should be developed so they are related to the lecture material and guide and stimulate tutorial discussions about the reading and how it helps in understanding and analyzing the lecture material. You will submit your commentary via Blackboard following the tutorial.

CRITERIA:	No.		Learning Outcome assessed
	1	Degree to which your three questions are effective in promoting debate and discussion (are analytical, not simply descriptive)	②
	2	Depth of thought and familiarity with readings demonstrated by the questions with quality in-text referencing	②

All - Assessment Task 4: Tutorial Journal

GOAL:	To create an environment of critical engagement and collaborative learning.
PRODUCT:	Journal
FORMAT:	You are required to regularly attend tutorials, read all the required readings and be familiar with the issues raised in each of them.You will demonstrate that you have completed the readings through writing your weekly answers to each question posed by the student groups. You should write your responses, based on critical reflection of the tutorial discussions.

CRITERIA:	No.		Learning Outcome assessed
	1	Ability to demonstrate knowledge of the readings each week	①
	2	Ability to communicate this knowledge in oral and written form	②
	3	Quality of contribution to critical thinking that shows evidence of valuing the ethical positions of others.	③

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. Directed study hours may vary by location. 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 Blackboard 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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

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

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. 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.

10.5. 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 or call 07 5430 1226.

10.6. 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 or call 07 5430 2890.

10.7. 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.8. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au