



## COURSE OUTLINE

# GEO700 Indigenous Peoples and Sustainability

**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

Much of the dominant environmental discourse marginalises Indigenous people in multiple ways. This advanced course introduces key concepts and issues for thinking about the needs and aspirations of Indigenous peoples and the structures and processes that have denied, ignored or subsumed those needs and aspirations. It offers alternative ways of responding and implications for creating more equitable and sustainable futures. The course is a strong foundation for professionals working in a range of industries including planning, environmental management, policy, community development and tourism.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Tutorial/Workshop 1</b> – On campus tutorial	1hr	Week 2	10 times
<b>Lecture</b> – 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?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 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
<p><b>1</b> Demonstrate advanced theoretical and technical geographical knowledge in a specific research or project application.</p>	<p>Knowledgeable Sustainability-focussed</p>	<p>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.</p> <p>3 - Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments.</p>
<p><b>2</b> Independently develop a research problem or argument and an appropriate research design to explore and answer the problem.</p>	<p>Creative and critical thinker Engaged</p>	<p>4 - Thinking: Recognise, evaluate and synthesise various views, arguments and sources of knowledge pertinent to solving environmental and social problems.</p>
<p><b>3</b> Critically analyse and evaluate research material according to the question/task that is set and feedback on research.</p>	<p>Creative and critical thinker Engaged</p>	<p>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.</p>
<p><b>4</b> Conduct research and thinking about geographical phenomena that makes considered and ethical contributions as geographers to the future of society and the environment.</p>	<p>Empowered Ethical</p>	<p>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.</p>

## 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

Enrolled in any Postgraduate Program

### 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

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	25%	1500 words	Week 5	Online Assignment Submission
All	2	Essay	Individual	50%	2500 words	Week 13	Online Assignment Submission
All	3	Journal	Individual	25%	1500 words	Throughout teaching period (refer to Format)	Online Assignment Submission

#### All - Assessment Task 1: Take home exam

<b>GOAL:</b>	You will critically apply your knowledge to specific questions to demonstrate you understand the basic concepts		
<b>PRODUCT:</b>	Examination		
<b>FORMAT:</b>	You will be required to write four short answers of approximately 250 words each in response to a selection of questions based on the required readings set for weeks one to five. You will also write one essay style answer of approximately 500 words from a selection of questions based on those readings. The questions for the take-home exam will be posted on Blackboard in week 1.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Content: Relevant, and critical. Recognising conflicting theories and explanations.	3
	2	Argument: Logically consistent. Adequately supported through discussion and use of evidence obtained from required readings.	3
	3	Clarity and Expression: Clear quality of expression. Correct grammar, punctuation and spelling and referencing both correct and used well.	3
	4	Assessment criteria are mapped to the course learning outcomes.	1 2 3 4

#### All - Assessment Task 2: Essay

<b>GOAL:</b>	You will critically apply your knowledge to develop an argument in relation to a specific topic.
<b>PRODUCT:</b>	Essay
<b>FORMAT:</b>	You will be required to write an essay of 2,500 words in response to one of a selection of questions concerning issues raised by the course. The questions for the essay will be posted on Blackboard in week 1. The examination is to be submitted through SafeAssign.

CRITERIA:	No.	Learning Outcome assessed
	1	Content: Relevant, detailed and critical. Addressing all major issues. Recognising conflicting theories and explanations. 1
	2	Argument: Logically consistent and demonstrating critical analysis. Adequately supported through discussion and quality use of referenced evidence. 3 4
	3	Originality: Arguments indicate originality and independence of thought. 1 3
	4	Clarity and Expression: Clear quality of expression. Correct grammar, punctuation and spelling and referencing. 3

### All - Assessment Task 3: Journal on Blackboard

<b>GOAL:</b>	This task asks you to reflect and to apply your advanced knowledge to a selection	
<b>PRODUCT:</b>	Journal	
<b>FORMAT:</b>	You will be required to submit six responses to questions posed for this course. These responses will be discussed in tutorials.	
CRITERIA:	No.	Learning Outcome assessed
	1	Content: Relevant and critical, recognizing conflicting theories and explanations. 1 3
	2	Argument: Logically consistent and demonstrating critical analysis; adequately supported through discussion. 2 3
	3	Originality: Arguments indicate originality and independence of thought. 4
	4	Clarity and Expressions: Clear quality of expression. Correct grammar, punctuation and spelling 1 4

## 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

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Recommended	Richard Howitt	2001	Rethinking Resource Management	Routledge

### 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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)