

GEO310 Globalisation, Development and Indigenous Peoples

School: School of Law and Society

2026 Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

**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 unisc.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

This course examines the impact of globalisation and development on people and places, including indigenous peoples. In this course you will study the global patterns and processes involved in the transformation of local places, and changing political, cultural and economic geographies. The course introduces indigenous knowledge systems and perspectives, contact and colonisation, and the impact of colonisation, including globalisation, unequal development, industrialisation, rural (under)development, urbanization, indigenous rights and cultural heritage, decolonisation and localisation.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – Asynchronous delivery of online learning materials | 1hr | Week 1 | 12 times |
| Tutorial/Workshop 1 – Synchronous and scheduled on-campus tutorial | 2hrs | Week 2 | 10 times |
| ONLINE | | | |
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1.3. Course Topics

- Indigenous Knowledge Systems
- Contact and Colonisation
- Impact of Colonisation: migration, settler societies and land use change
- Globalisation and Unequal Development
- Development Geographies
- Indigenous rights
- Culture and Development
- Cultural Heritage
- Traditional Ecological Knowledge
- Decolonisation and Localisation

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 theories, concepts legislation, policies and practice that frame global and regional transformation internationally and their implications for local and Indigenous peoples. | Creative and critical thinker Empowered | 1 |
| 2 Apply communication forms to global transformation and its impacts with professional literacy using scholarship and evidenced argument. | Engaged | |
| 3 Determine and assess the ethical, moral and political responsibilities involved in global and regional transformations and on the lands of local and Indigenous peoples in settler societies. | Ethical Engaged | 5 |
| 4 Argue for a position on the rights and interests of local and Indigenous peoples within global transformation based on theories and evidence from research. | Creative and critical thinker Engaged | 3, 4 |

* Competencies by Professional Body

| CODE | COMPETENCY |
|--|---|
| AUSTRALIAN LEARNING & TEACHING COUNCIL | |
| 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. |
| 3 | Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments. |

| CODE | COMPETENCY |
|------|--|
| 4 | Thinking: Recognise, evaluate and synthesise various views, arguments and sources of knowledge pertinent to solving environmental and social problems. |
| 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 [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

GEO210 or GEO700

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

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 | Written Piece | Individual | 30% | 1200 words | Week 5 | Online Assignment Submission with plagiarism check |
| All | 2 | Written Piece | Individual | 30% | 1200 words plus guidance of tutorial, including answering student questions about the reading. | Week 9 | Online Assignment Submission with plagiarism check and in class |
| All | 3 | Essay | Individual | 40% | 1700 Words | Week 12 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Short answer assignment

| GOAL: | To relate your knowledge to specific questions to demonstrate you understand the basic concepts. | | | | | | | | | | | | | | | | | | | |
|------------------------------|---|---------------------------|--|---------------------------|---|--|---|---|---|---|---|--|---|---|--|-----|---|---|---------|--|
| PRODUCT: | Written Piece | | | | | | | | | | | | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | | | | | | | | | | | | |
| FORMAT: | <p>You are required to write four short answers of approximately 300 words each in response to four questions. Questions will be available on Canvas in Week 1.</p> <p>Questions 1-4 are based on the essential learning materials for weeks 1 and 4. These should be submitted in week 5.</p> | | | | | | | | | | | | | | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Degree to which relevant knowledge taught in class is explained in answers</td> <td>1</td> </tr> <tr> <td>2</td> <td>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</td> <td>4</td> </tr> <tr> <td>3</td> <td>Evidence of careful reading in planning, preparation and writing the answers</td> <td>4</td> </tr> <tr> <td>4</td> <td>Quality of argument showing logical organization of the argument and consistency</td> <td>3 4</td> </tr> <tr> <td>5</td> <td>Quality of expression and presentation including correct grammar, punctuation and spelling in written answers</td> <td>1 2 3 4</td> </tr> </tbody> </table> | 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 | 4 | 3 | Evidence of careful reading in planning, preparation and writing the answers | 4 | 4 | Quality of argument showing logical organization of the argument and consistency | 3 4 | 5 | Quality of expression and presentation including correct grammar, punctuation and spelling in written answers | 1 2 3 4 | |
| 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 | 4 | | | | | | | | | | | | | | | | | | |
| 3 | Evidence of careful reading in planning, preparation and writing the answers | 4 | | | | | | | | | | | | | | | | | | |
| 4 | Quality of argument showing logical organization of the argument and consistency | 3 4 | | | | | | | | | | | | | | | | | | |
| 5 | Quality of expression and presentation including correct grammar, punctuation and spelling in written answers | 1 2 3 4 | | | | | | | | | | | | | | | | | | |
| GENERIC SKILLS: | Communication, Applying technologies | | | | | | | | | | | | | | | | | | | |

All - Assessment Task 2: Short answer assignment

| GOAL: | To apply your knowledge of a topic to develop a paper as the basis for class analysis and discussion. | | | | | | | | | | | | | | | | |
|------------------------------|---|---------------------------|--|---------------------------|---|--|-----|---|--|---|---|--|-----|---|---|---------|--|
| PRODUCT: | Written Piece | | | | | | | | | | | | | | | | |
| AUTHORSHIP STATEMENT: | | | | | | | | | | | | | | | | | |
| FORMAT: | <p>You are required to write four short answers of approximately 300 words each in response to four questions. Questions will be available on Canvas in Week 5. Questions are based on the essential learning materials for weeks 5 - 8. These should be submitted in week 9.</p> | | | | | | | | | | | | | | | | |
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| No. | | Learning Outcome assessed | | | | | | | | | | | | | | | |
| 1 | Degree to which relevant knowledge taught in class is explained in answers | 1 4 | | | | | | | | | | | | | | | |
| 2 | Depth of thought and familiarity with course materials with quality in-text referencing (analytical not descriptive) | 4 | | | | | | | | | | | | | | | |
| 3 | Quality of argument showing logical organization of the argument and consistency | 3 4 | | | | | | | | | | | | | | | |
| 4 | Quality of expression and presentation including correct grammar, punctuation and spelling in written answers | 1 2 3 4 | | | | | | | | | | | | | | | |
| GENERIC SKILLS: | | | | | | | | | | | | | | | | | |

All - Assessment Task 3: Essay

| | | |
|------------------------------|--|--|
| GOAL: | To critically examine and apply your knowledge to develop an argument in relation to a specific topic. | |
| PRODUCT: | Essay | |
| AUTHORSHIP STATEMENT: | | |
| FORMAT: | You will be required to write an essay of 1700 words in response to one of a selection of questions concerning issues raised during the trimester. Questions will be made available on Canvas. | |
| 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 4 |
| | 6 | Quality of expression and presentation including correct grammar, punctuation and spelling 1 2 3 4 |
| GENERIC SKILLS: | | |

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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)