

# GEO310 Globalisation, Development and Indigenous Peoples

**School:** School of Law and Society

2023 | Semester 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.

Please go to [usc.edu.au](http://usc.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 regional development and its impacts on peoples and places. You will study the spatial patterns and processes involved in the transformation of local places, and critique the changing political and economic geographies, structures and cultures, and their interconnections with environmental and land use change. In particular, you will examine the rights and interests of Indigenous peoples in land, resources and heritage at different scales, and plan for social and environmental interconnections that lead to co-existence in intercultural space.

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

| ACTIVITY                                                                       | HOURS | BEGINNING WEEK | FREQUENCY |
|--------------------------------------------------------------------------------|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>                                                        |       |                |           |
| <b>Learning materials</b> – Asynchronous delivery of online learning materials | 1hr   | Week 1         | 13 times  |
| <b>Tutorial/Workshop 1</b> – Synchronous and scheduled on-campus tutorial      | 2hrs  | Week 2         | 12 times  |
| <b>Seminar</b> – Synchronous face-to-face seminars in weeks 1 and 7            | 1hr   | Week 1         | 2 times   |
| <b>ONLINE</b>                                                                  |       |                |           |
| <b>Learning materials</b> – Asynchronous delivery of online learning materials | 1hr   | Week 1         | 13 times  |
| <b>Tutorial/Workshop 1</b> – Synchronous and scheduled delivery of tutorial    | 2hrs  | Week 2         | 12 times  |
| <b>Seminar</b> – Synchronous and scheduled online seminars in weeks 1 and 7    | 1hr   | Week 1         | 2 times   |

### 1.3. Course Topics

- Colonisation, migration, settler societies and land use change
- Social change
- Economic change
- Environmental change
- Intercultural space
- International rights, policy and practice
- Patterns and processes of regional development
- Characterising and classifying regions using data
- Scales of regional development: local to global
- Land tenure
- Resource access and equity
- Land, water and native title rights
- Cultural heritage, tourism, business

## 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<br>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<br>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<br>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. |

| CODE | COMPETENCY                                                                                                                                                                                             |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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.                                                 |
| 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

## 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%         | 1000 words                                                                                    | Week 5                                       | Online Assignment Submission with plagiarism check              |
| All           | 2        | Oral and Written Piece | Individual          | 30%         | 500 words plus guidance of tutorial, including answering student questions about the reading. | Throughout teaching period (refer to Format) | Online Assignment Submission with plagiarism check and in class |
| All           | 3        | Essay                  | Individual          | 40%         | 1500 Words                                                                                    | Week 13                                      | 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                                                                                                                                                                                                                                                                                     |                                                                                                                                                         |  |  |                           |
| FORMAT:         | You are required to write four short answers of approximately 250 words each in response to a selection of questions. Questions will be available on Canvas in Week 1.<br><br>Questions 1-4 are based on the essential learning materials for weeks 1 and 4. These should be submitted 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 |  |  | 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: Tutorial Presentation

| GOAL:           | To apply your knowledge of a topic to develop a paper as the basis for class analysis and discussion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |  |                           |   |                                                                                                                                |   |   |                                                                                                               |   |  |  |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--|---------------------------|---|--------------------------------------------------------------------------------------------------------------------------------|---|---|---------------------------------------------------------------------------------------------------------------|---|--|--|
| PRODUCT:        | Oral and Written Piece                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                           |  |                           |   |                                                                                                                                |   |   |                                                                                                               |   |  |  |
| FORMAT:         | <p>In the first tutorial, you are required to select one week during the semester when you will guide the tutorial discussion. For that tutorial, you will present a brief overview of the required reading for your chosen week. Along with an overview of the required reading you will develop a question for the class to stimulate a tutorial discussion about the reading.</p> <p>A written commentary about the reading will also be submitted. The commentary will be about 500 words including referencing the reading. You will submit your written commentary via Canvas following the tutorial.</p> |                           |  |                           |   |                                                                                                                                |   |   |                                                                                                               |   |  |  |
| CRITERIA:       | <table><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Degree to which your three questions are effective in promoting debate and discussion (are analytical, not simply descriptive)</td><td>4</td></tr><tr><td>2</td><td>Depth of thought and familiarity with readings demonstrated by the questions with quality in-text referencing</td><td>4</td></tr></tbody></table>                                                                                                                                                                            | No.                       |  | Learning Outcome assessed | 1 | Degree to which your three questions are effective in promoting debate and discussion (are analytical, not simply descriptive) | 4 | 2 | Depth of thought and familiarity with readings demonstrated by the questions with quality in-text referencing | 4 |  |  |
| No.             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Learning Outcome assessed |  |                           |   |                                                                                                                                |   |   |                                                                                                               |   |  |  |
| 1               | Degree to which your three questions are effective in promoting debate and discussion (are analytical, not simply descriptive)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 4                         |  |                           |   |                                                                                                                                |   |   |                                                                                                               |   |  |  |
| 2               | Depth of thought and familiarity with readings demonstrated by the questions with quality in-text referencing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4                         |  |                           |   |                                                                                                                                |   |   |                                                                                                               |   |  |  |
| GENERIC SKILLS: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |  |                           |   |                                                                                                                                |   |   |                                                                                                               |   |  |  |

### All - Assessment Task 3: Essay

|                        |                                                                                                                                                                                              |                                                                                                                                                              |                                  |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <b>GOAL:</b>           | To critically examine and 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 1500 words in response to one of a selection of questions concerning issues raised in weeks 1-12. Questions will be available on Canvas in Week 1. |                                                                                                                                                              |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>                                                                                                                                                                                   |                                                                                                                                                              | <b>Learning Outcome assessed</b> |
|                        | 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                          |
| <b>GENERIC SKILLS:</b> |                                                                                                                                                                                              |                                                                                                                                                              |                                  |

## 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

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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. 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).

## 10.6. 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.

## 10.7. 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.

## 10.8. 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>

## 10.9. 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.

## 10.10.General Enquiries

### In person:

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