

**GEO340** **Historical Geographies****School:** School of Law and Society

2024 | Semester 1

UniSC Sunshine Coast

**BLENDED  
LEARNING**

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

*Please go to [usc.edu.au](https://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 introduces you to an important area of geographical and historical enquiry - historical geography - and explores the complex links between space, place and time, and how past geographies are linked to the present. Different dimensions of geographical change in the modernising world - globalization, colonization, post-colonialism, transnational migration and environmental issues - are considered. Within this framework historical connections are made between landscapes, people, power, culture and identity, at a variety of scales, and within different regions of the world.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Lecture</b> – Weekly live online lecture for timetable.	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Face to face workshop weekly for 10 weeks	2hrs	Week 2	10 times

**1.3. Course Topics**

1. Introduction to Course
2. Modernization and Globalization (A Shrinking World?)
3. Data Sources in Historical Geography
4. Geographies of Colonialism: Empires and Colonies
5. Geographies of Exploration
6. Postcolonial Geographies
7. Historical Geographies of Migration and Identity
8. Environmental Geographies (1): Australia
9. Environmental geographies (2): The Pacific
10. Historical Cultural Geographies: Historical Geographies of Fashion
11. Interpreting Data in Historical Geographies
12. Overview of the Course

## 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
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Understand the foundational themes in historical geographies	Knowledgeable
2 Think critically about the representations and concepts taught in particular applications	Creative and critical thinker
3 Conduct independent research and synthesis the findings to support a particular point of view.	Creative and critical thinker
4 Work collectively during tutorials and group class sessions to enhance learning	Ethical Engaged
5 Look broadly for novel representations in supporting 'texts' such as images and maps that help to construct an imagined historical geography	Creative and critical thinker

## 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

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	Essay	Individual	25%	1000 Words	Week 4	Online Submission
All	2	Oral	Group	35%	10 Minutes	Refer to Format	In Class
All	3	Essay	Individual	40%	1500 Words	Week 13	Online Submission

#### All - Assessment Task 1: Essay

<b>GOAL:</b>	To critically reflect on historical and geographical processes that have contributed to the world we live in today					
<b>PRODUCT:</b>	Essay					
<b>FORMAT:</b>	<p>Answer the following question. Critically assess the claim that we are living in a shrinking world.</p> <p>The lectures in weeks 1 - 3, as well as the recommended readings for those weeks, will help. Additional research may also be conducted.</p>					
<b>CRITERIA:</b>	<b>No.</b>					<b>Learning Outcome assessed</b>
	1	degree of knowledge and understanding of the notion of historical geography				
	2	extent to which key concepts are linked with examples that illustrate the answer				
	3	evidence of ideas raised during tutorial discussions and clarifications about the recommended readings are used in the answer				
	4	quality of overall structure				
	5	quality of presentation, grammar and spelling				
	6	Assessment criteria are mapped to the course learning outcomes.				1 2 3 4 5

#### All - Assessment Task 2: Oral Report Presentation in class

<b>GOAL:</b>	To present a seminar presentation in front of the class on a chosen topic drawing on key concepts discussed in class					
<b>PRODUCT:</b>	Oral					
<b>FORMAT:</b>	<p>Submit: Week 7-12. Choose a place in the world that interests you. Look for research material that helps you to construct an 'imagined' historical geography of that place. The research material may include maps, photographs, interviews, text from government websites, and so forth. Finally, organise a 10 minute PowerPoint presentation or Prezi about that place, which provides an interpretation of the historical processes you think have shaped that place. Your presentation should include an introduction, the case study about the place you've researched, and a conclusion. The case study component of the presentation will include a descriptive section on the place you have chosen, and an analytical section on how and why you think that place has formed to exhibit its current physical and cultural landscape.</p>					

CRITERIA:	No.	Learning Outcome assessed
	1	quality of presentation (verbal and PowerPoint)
	2	extent of application of case study information material, showing reasoning as to how the material describes or demonstrates the key concepts taught in class
	3	level of independent research and learning undertaken
	4	comprehensive synthesis of the findings of the case study information – showing organisation and analysis of information as key findings
	5	a reasoned interpretation of the findings/analysis that substantiated how and why that place has formed

#### All - Assessment Task 3: Essay

GOAL:	To develop a greater appreciation of historical geography and how to creatively use text conveys meaning.	
PRODUCT:	Essay	
FORMAT:	Choose one of the texts from the recommended readings (journal article, book chapter or text) provided on Blackboard. If you have a particular text you wish to analyse that is not listed please check its suitability with the Course Coordinator. You are to read this text and make notes on the historical and geographical themes that you encounter throughout the text. Write an essay describing these historical geographies and then critically discuss how the authors of the text have addressed the key concepts taught during the course. You should use additional reference material that supports your claims.	
CRITERIA:	No.	Learning Outcome assessed
	1	quality of additional research undertaken
	2	degree of links between the additional research material and the text analysis
	3	quality of analysis between course material and text
	4	level of critical thinking
	5	extent to which critical thought is supported by references
	6	quality of overall essay structure and logical argument
	7	quality of presentation, grammar and spelling

## 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

You are responsible for the production of the final report

## 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)