

Course Outline

Code: GEO310

Title: Indigenous peoples and the Environment

School:	Social Sciences
Teaching Session:	Semester 2
Year:	2019
Course Coordinator:	Associate Professor Jen Carter - jcarter@usc.edu.au
Course Moderator:	Dr Clare Archer-Lean

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 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

300 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 3rd or 4th 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?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Demonstrate knowledge of key legislation, policies and practice that frame natural resource and environmental management internationally and in	1, 2, 3, 4	Creative and critical thinkers. Empowered.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Australia and their implications for Indigenous peoples.		
Argue for a position on the rights and interests of Indigenous peoples in environmental matters based on theories and evidence from research	2, 3	Creative and critical thinkers. Engaged.
Determine and assess the ethical, moral and political responsibilities involved in planning and management of natural resources on Indigenous lands.	1, 2, 3, 4	Ethical. Engaged.

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 Enrolment restrictions

Nil

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

GEO210 or GEO700

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil.

6. How am I going to be assessed?

6.1 Grading scale

Standard – 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

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Examination	Individual	30%	1600 Words	Week 5	Online Assignment Submission
2	Essay	Individual	50%	2500 Words	Week 13	Online Assignment Submission
3	Oral	Individual	10%	500 Words	Week 1-12	In Class
4	Activity Participation	Individual	10%	Throughout semester	Week 1-12	In Class
			100%			

Assessment 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:	<ul style="list-style-type: none"> • Degree to which relevant knowledge taught in class is explained in answers • 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 • Evidence of careful reading in planning, preparation and writing the answers • Quality of argument showing logical organization of the argument and consistency • Quality of expression and presentation including correct grammar, punctuation and spelling in written answers

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:	<ul style="list-style-type: none"> • Degree to which there is detailed and relevant knowledge of the course content in answer to the question • A comprehensive answer that shows evidence of reasoning with the major issues that are taught in class • Extent to which conflicting theories and explanations are presented and critically analysed • Evidence in support of your argument referenced with page numbers and documented through correct use of citations, quotations and bibliography • Depth of originality and independence of thought in presenting your argument • Evidence of careful reading in planning, preparation and writing • Quality of argument showing logical organization of the argument and consistency throughout the essay and a well-structured argument • Quality of expression and presentation including correct grammar, punctuation and spelling

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 lead the tutorial discussion. For that week, you will devise and present three questions (with brief commentary) derived from the required readings for the week. Questions should be developed so they guide and stimulate tutorial discussions in understanding and analyzing the tutorial topic. Questions and commentary will consist of about 500 words including references. You are required to distribute their questions at the start of the tutorial and then use them to lead the tutorial discussion. You will submit a hard copy with a FAB coversheet in the tutorial when they present.
Criteria:	<ul style="list-style-type: none"> • Degree to which your three questions are effective in promoting debate and discussion (are analytical, not simply descriptive) • Depth of thought and familiarity with readings demonstrated by the questions • Quality of in-text referencing to the readings • Students will not be assessed on presentation performance.

Assessment Task 4: Tutorial Participation

Goal:	To create an environment of critical engagement and collaborative learning.
Product:	Activity Participation
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 active questioning and responding in the tutorials to demonstrate you are following the discussion.
Criteria:	<ul style="list-style-type: none"> • Ability to demonstrate knowledge of the readings each week • Ability to communicate this knowledge in oral and written form • Extent of consistent contribution to general tutorial debate and discussion • Quality of contribution to general tutorial debate and discussion that shows evidence of valuing the ethical positions of others.

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 2 hours per week Tutorial: 1 hour per week

8. What resources do I need to undertake this course?

Please note that 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

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

8.2 Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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

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%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **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