



ENVG111

Geographies of Global Change

S1 External 2015

Department of Geography and Planning

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This is an introductory unit that explores local impacts of global change from three perspectives, the socio-cultural, the political and the economic. It seeks reasons for differences between places and groups of people in the impacts of globalisation. Global-local interactions are examined with specific reference to: population change and migration; urbanisation and the emergence of 'global' cities; local cultural identity in the context of global change; development and inequality; changing geopolitics of the post-Cold War era; and the implications of global economic change with special reference to the Asia–Pacific region.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Identify key process of global change and their historical and geographical contexts.

Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.

Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.

Research, read and critically interpret the work of geographers.

Produce different kinds of academic compositions that are clear, well-structured,

referenced and relevant.

Describe and interpret maps, geographical distributions and tables.

Assessment Tasks

Name	Weighting	Due
<u>Online participation</u>	10%	weekly
<u>Essay Proposal</u>	15%	21/03/2015
<u>Major Essay</u>	35%	11/05/2015
<u>Final Exam</u>	40%	9/6/2015-26/6/2015

Online participation

Due: **weekly**

Weighting: **10%**

You must complete 4 skills tutorials and 4 topic tutorials by their due dates (Sundays 12pm of the week assigned). You will be given a participation score based on your a) completion of tasks and b) interaction with other students.

On successful completion you will be able to:

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Essay Proposal

Due: **21/03/2015**

Weighting: **15%**

Write a 750 word proposal outlining the argument you will make in your major essay (refer to major essay instructions now to develop this). Your proposal should take the following form:

1. Title page - think of a title for your research essay.
2. Abstract - a paragraph summarising your main argument.

3. Research scope - specify the chosen issues, and selection of examples to support your argument.
4. Essay plan with subheadings and planned word counts for each section
5. Reference list - alphabetised.

Bullet points are acceptable in the essay plan section. 750 word count means within 10% of 750 words, so either 75 words under or above this word count is acceptable. The references at the end of the proposal are NOT included in this word count.

Essay proposals will be submitted electronically through iLearn and graded by your tutor.

Feedback will be available online via your Turnitin submission.

On successful completion you will be able to:

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- Describe and interpret maps, geographical distributions and tables.

Major Essay

Due: **11/05/2015**

Weighting: **35%**

‘The structures and flows of globalisation are variously embraced, resisted, subverted, and exploited as they make contact with specific places and specific communities. In the process, places and regions are reconstructed rather than effaced.’ (Knox and Marston, 2014:73).

Critically analyse this quote from your textbook, with reference to **ONLY ONE** of the following forces of global change:

- Imperialism
- Colonialism
- Capitalism

AND ONLY ONE of the following responses

- Environmentalism
- Indigenous rights

- Feminism

Essay writing requirements:

In your essay, it is essential to draw on specific examples from your research, reading, lectures and tutorials.

- Presentation should be formal academic writing, double spaced, 12pt font.
- Fully referenced in Harvard style, with an alphabetised Reference list included at the end.
- Reference list not included in the 2000 word count.
- Maps, figures and diagrams are acceptable, but must be relevant, referred to in text (for example: 'Figure 1 shows that...'), captioned with source, source in reference list.
- Must include a minimum of **six** academic references (academic books, journal articles, official reports).
- Must include an introduction and conclusion, and subheadings for each new section
- See Hay (2006) for further help with academic writing in geography (listed in suggested ENVG111 readings)

LATE ASSIGNMENTS will be penalised by 1 mark per day (1% of your total unit grade). This means that an assignment worth 10% coming in 4 days late will therefore have 4 marks out of the grade deducted. So if it is graded as P+ (6.5/10) it would be reduced to F (2.5/10).

Extensions must be requested and granted prior to the due date.

Feedback will be available via your Turnitin submission.

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Final Exam

Due: **9/6/2015-26/6/2015**

Weighting: **40%**

Exams are administered through the Examinations Office. You will have to sit the exam at Macquarie University or an approved centre. Timetables will be available online nearer to the exam period. You **MUST** be available to sit an exam at any time during the exam period.

On successful completion you will be able to:

- Identify key process of global change and their historical and geographical contexts.
- Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.
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Delivery and Resources

Classes

Unit offered:

Session 1, 2015. Internal and External enrolments are possible.

Lectures:

Lectures are held at

- Tuesday 10am-11am - please listen online.
- Wednesday 1pm-2pm - please listen online.

Tutorials:

ENVG111 has a full schedule of tutorials that enhance your general and discipline-specific skills and knowledge. While we encourage students to complete all tutorials, students must participate in at least 4 skill tutorials and 4 content tutorials.

Required and Recommended Texts and/or Materials

Most of the readings come from the required text:

Knox, P. and Marston, S. (2014). *Human Geography: Places and Regions in Global Context*. New International Edition. Pearson, Harlow.

This textbook comes with access to **MasteringGeography**, a useful tool for successful learning in ENVG111, but it is optional for internal students. If you buy a secondhand text, you can buy access to **MasteringGeography** for about AUD 30 from www.pearson.com.au (search for Knox).

Other readings will be assigned during the session which may be accessed by iLearn and

eReserve.

Other recommended texts include:

Hartley, P. and Dawsom, M. (2010) *Success in Groupwork*, Palgrave Macmillan, New York.

Hay, I. (2006) *Communicating in Geography and the Environmental Sciences*. Oxford University Press (3rd edition), Melbourne.

Unit webpage and Technology used and required

All enrolled students have access to the unit website at <https://ilearn.mq.edu.au/login/MQ/> .

Access to the website is essential to complete ENVG111. External students complete the entire unit online.

Unit webpage - ENVG111

The webpage for this unit can be found at iLearn, the Macquarie University online learning system at <https://ilearn.mq.edu.au>. iLearn has both a discussion board and an internal email system. The webpage will provide you with access to lectures through the University's echo360 lecture recording facility, as well as to follow-up discussion, links, readings supplied by teachers of ENVG111 and forum discussions.

Late Assignments

Please note that the penalty for late submission of assignments is 1 mark per day (i.e. 1% of your total unit grade) calculated from 5pm on the due date listed. A weekend will be counted as two days in calculating the late penalty imposed.

An assignment worth 10% coming in 4 days late will therefore have 4 marks of the grade deducted. This means if it was graded as a P+ (6.5/10), it would be reduced to F (2.5/10). An assignment worth 30% coming in 4 days late would have 4 marks of the grade deducted. This means it would go from P+ (19/30) to P- (15/30). One day later and it would fail! Several capable students have failed this and other papers because their assignments were handed in so late, with no communication with a lecturer or tutor.

Please contact the unit convenor *prior to the due date* to get an extension. Please provide appropriate supporting documentation for extensions requested over 2 days.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Identify key process of global change and their historical and geographical contexts.
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- Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
- Research, read and critically interpret the work of geographers.
- Produce different kinds of academic compositions that are clear, well-structured, referenced and relevant.
- Describe and interpret maps, geographical distributions and tables.

Assessment tasks

- Online participation
- Essay Proposal
- Major Essay
- Final Exam

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Identify key process of global change and their historical and geographical contexts.
- Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.
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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Identify key process of global change and their historical and geographical contexts.
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Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

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- Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
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- Describe and interpret maps, geographical distributions and tables.

Assessment tasks

- Online participation
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- Major Essay
- Final Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Identify key process of global change and their historical and geographical contexts.
- Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.

- Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
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- Essay Proposal
- Major Essay
- Final Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Identify key process of global change and their historical and geographical contexts.
- Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.
- Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Identify key process of global change and their historical and geographical contexts.
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- Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Identify key process of global change and their historical and geographical contexts.
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Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Identify key process of global change and their historical and geographical contexts.
- Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.
- Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
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