GEOP111
Geographies of Global Change
S1 External 2016
Department of Geography and Planning

Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 6
Policies and Procedures 8
Graduate Capabilities 9
Changes from Previous Offering 15
Changes since First Published 15

Disclaimer
Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.
General Information

Unit convenor and teaching staff
Jessica McLean
jessica.mclean@mq.edu.au

Sara Fuller
sara.fuller@mq.edu.au

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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Identify key process of global change and their historical and geographical contexts.
2. Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
3. Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.
4. Research, read and critically interpret the work of geographers.
5. Produce different kinds of academic compositions that are clear, well-structured, referenced and relevant.
6. Describe and interpret maps, geographical distributions and tables.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short essay</td>
<td>15%</td>
<td>24/3/2016 at 5pm</td>
</tr>
<tr>
<td>Research essay</td>
<td>35%</td>
<td>12th May at 5pm</td>
</tr>
<tr>
<td>Online participation</td>
<td>10%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
<td>14th - 24th June</td>
</tr>
</tbody>
</table>

Short essay

Due: **24/3/2016 at 5pm**  
Weighting: **15%**

Outline the key components of a geographical perspective on global change using the following readings ONLY:


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 short essay are NOT included in this word count.

Short essays will be submitted electronically through iLearn and graded by your tutor.

In your essay, it is essential to draw on specific examples from the readings and write a coherent, clear argument.

- 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 750 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.
• See Hay (2006) for further help with academic writing in geography (listed in suggested GEOP111 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. Requests must be processed through ask.mq.edu.au.

Feedback will be available via your Turnitin submission.

This Assessment Task relates to the following Learning Outcomes:
• Identify key process of global change and their historical and geographical contexts.
• 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.

Research essay
Due: 12th May at 5pm
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 GEOP111 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. Requests must be processed through ask.mq.edu.au.

Feedback will be available via your Turnitin submission

This Assessment Task relates to the following Learning Outcomes:

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

Online participation

Due: Throughout semester
Weighting: 10%

You must complete 4 skills tutorials and 4 topic tutorials over the course of the semester, during the week that they are assigned. You will be given a participation score based on your:

1. completion of tasks, and
This Assessment Task relates to the following Learning Outcomes:

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

**Final exam**

*Due: 14th - 24th June*

*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.

This Assessment Task relates to the following Learning Outcomes:

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

**Delivery and Resources**

**Classes**

*Unit offered:*

Session 1, 2016. Internal and External enrolments are possible.
Lectures:

Lectures are held at

- Wednesday 12-1pm - please listen online.
- Thursday 3pm-4pm - please listen online.

Tutorials:

All tutorials will be conducted online.

GEOP111 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:


This textbook comes with access to MasteringGeography, a useful tool for successful learning in GEOP111, but it is optional. If you buy a secondhand text, you can buy access to MasteringGeography 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:


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 GEOP111. External students complete the entire unit online.

Unit webpage - GEOP111

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 GEOP111 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.

**Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central](http://mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://www.mq.edu.au/policy/docs/) 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/](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](http://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/](http://students.mq.edu.au/support/)

**Learning Skills**
Learning Skills ([mq.edu.au/learningskills](http://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 Enquiry Service**
For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

**Equity 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.

**IT Help**
For help with University computer systems and technology, visit [http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University’s IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

**Graduate Capabilities**

**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:

**Learning outcomes**

- Identify key process of global change and their historical and geographical contexts.
• Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
• Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.
• Research, read and critically interpret the work of geographers.
• Describe and interpret maps, geographical distributions and tables.

Assessment tasks
• Short essay
• Research essay
• Online participation
• 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.
• Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
• Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.
• 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
• Short essay
• Research essay
• Online participation
• 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.
- Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
- Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.
- 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

- Short essay
- Research essay
- Online participation
- Final exam

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

- Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
- Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.
- Research, read and critically interpret the work of geographers.
• Produce different kinds of academic compositions that are clear, well-structured, referenced and relevant.

**Assessment tasks**

• Short essay
• Research essay
• Online participation

**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.
• Explain the role of place and space in recent and current global processes of economic, political, social and cultural change.
• Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe.
• 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**

• Short essay
• Research essay
• Online participation
• Final exam

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

- Short essay
- Research essay
- Online participation
- Final exam

**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**

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

- Research essay
- Online participation
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**

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

- Short essay
- Research essay
- Online participation
- Final exam

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

• Short essay
• Research essay
• Online participation
• Final exam

Changes from Previous Offering

The first assessment has changed from an essay proposal to a short essay with three recommended readings. This new assessment task will better meet desired student learning outcomes and provide a good opportunity for students to develop their critical writing skills.

MasteringGeography is no longer compulsory for external students and these online tutorials have been replaced with other more appropriate online activities that are clear and build external students' sense of community.

Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16/02/2016</td>
<td>Changed the assessment task date for Research Essay.</td>
</tr>
</tbody>
</table>