



# GEOP111

## Geographies of Global Change

S1 Day 2016

*Department of Geography and Planning*

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#### **Disclaimer**

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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.

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

Name	Weighting	Due
<a href="#">Short essay</a>	15%	24/3/2016 at 5pm
<a href="#">MQ Geo Challenge</a>	10%	Week 7
<a href="#">Research essay</a>	35%	12/5/2016 at 5pm
<a href="#">Final Exam</a>	40%	14th - 24th June

### 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**:

Crang, P. 2014. 'Local-global' in (eds) P. Cloke, P. Crang & Goodwin, M. *Introducing Human Geographies*, Routledge: London, pp 7-22. (available as online text through [www.library.mq.edu.au](http://www.library.mq.edu.au) )

Knox, P. & Marston, S. 2015. 'Geography Matters' in (eds) Knox, P. & Marston, S. *Human Geography: Places and Regions in Global Context*, Pearson: Edinburgh, pp 28-56.

Massey, D. 2014. 'Taking on the world', *Geography* 99 (1): 36-39. (available as online text through [www.library.mq.edu.au](http://www.library.mq.edu.au) )

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 essay are NOT included in this word count.

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.

On successful completion you will be able to:

- 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.
- Describe and interpret maps, geographical distributions and tables.

## MQ Geo Challenge

Due: **Week 7**

Weighting: **10%**

The Macquarie Geography Challenge is an opportunity to meet others and to learn new skills in your first few weeks of university. In the first tutorial you will be assigned to iLearn groups and given a set of questions and tasks. **You must be registered** in an iLearn group to participate in this assessment.

As a group, you will organise to complete the set tasks and arrange your answers/proof of completion in a web presentation using an easily available platform (such as prezi, tumblr, Wordpress).

In Week 7, you will present your web based presentation to your tutorial class. A rubric will be available on iLearn to detail how grades will be awarded for this assessment task.

You will be assessed on the adequate completion of the activities, creativity, and evidence.

The assignment will be submitted online by one group member **prior to your tutorial time for week 7.**

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- 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.
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- Describe and interpret maps, geographical distributions and tables.

## Research essay

Due: **12/5/2016 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](https://ask.mq.edu.au).**

Feedback will be available via your Turnitin submission.

On successful completion you will be able to:

- 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.

On successful completion you will be able to:

- 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 12pm-1pm P.G. Price Theatre W5A
- Thursday 3pm-4pm P.G. Price Theatre W5A.

Lectures and tutorials start at five minutes past the hour and finish at five minutes before the hour to allow you to move across campus for other classes.

#### *Tutorials:*

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 be present for at least 4 skill tutorials and 4 content tutorials. Please register for your tutorial via eStudent, and attend the same tutorial each week.

Your groups for Macquarie Geography Challenge will be assigned within your first tutorial class.

### Required and Recommended Texts and/or Materials

Most of the readings come from the required text:

Knox, P. and Marston, S. (2015). *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 GEOP111, but it is optional.

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 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](#). 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](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](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 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](http://ask.mq.edu.au)

## 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

### 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
- MQ Geo Challenge
- Research essay

## **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
- MQ Geo Challenge
- Research essay
- 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 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
- MQ Geo Challenge
- Research essay
- Final Exam

## 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
- MQ Geo Challenge
- Research 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.
- 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
- MQ Geo Challenge
- Research 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.
- 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.
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- 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
- MQ Geo Challenge
- Research essay
- Final Exam

## **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
- MQ Geo Challenge
- Research essay
- 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 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
- MQ Geo Challenge
- Research essay
- 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.
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- Describe and interpret maps, geographical distributions and tables.

## **Assessment tasks**

- MQ Geo Challenge
- Research essay
- 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.

The assessment of the MQ Geo Challenge has changed to include an oral presentation during class time. Sharing students' work peer-to-peer will enhance students' sense of cohort identity and provide an opportunity to work towards meeting the student graduate capabilities of this unit.