



# ENVG219

## Geographical Perspectives on Population

S1 Day 2014

*Dept of Environment & Geography*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff Unit Convenor Kristian Ruming <a href="mailto:kristian.ruming@mq.edu.au">kristian.ruming@mq.edu.au</a> Contact via <a href="mailto:kristian.ruming@mq.edu.au">kristian.ruming@mq.edu.au</a>
Credit points 3
Prerequisites ENVG111 or GEOS111 or GEOS114 or DEM127 or ENV118 or GEOS118
Corequisites
Co-badged status
Unit description This unit provides an introduction to geographical perspectives on population issues and research, focusing on the Asia-Pacific region. Topics studied include historical and contemporary fertility and mortality patterns, migration, urbanisation, ageing, Indigenous populations, population-physical environment interactions, and the politics of population.

## 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:

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)
- Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)
- Identify and critically evaluate the political and policy drivers and outcomes of population

in Australia and globally (Learning Outcome 4)

## Assessment Tasks

Name	Weighting	Due
<u>Group Tutorial Paper</u>	10%	Week 4
<u>Individual Tutorial Paper</u>	15%	Week 6 or Week 12
<u>Written Assignment</u>	30%	7 May or 21 May
<u>Tutorial Participation</u>	5%	Weeks 2, 7, 8, 9 & 10
<u>Examination</u>	40%	Exam period

### Group Tutorial Paper

Due: **Week 4**

Weighting: **10%**

**Date due:** Tutorial – Week 4 (Wednesday 26 March)

#### Word length:

Internal: 10 pages per group, including figures (approx 2,000 words) plus presentation

External: 5 pages, including figures (approx 1,000 words)

#### Submission (internal students):

Hard copy of reports submitted in tutorials (no Turnitin)

PowerPoints to be emailed to Kristian by 1pm on Wednesday 26 March

Copy of report also needs to be email to Kristian by 6pm Wednesday 26 March

#### Submission (external students):

Email report to Kristian by 6pm Wednesday 26 March (do not submit to COE)

**Topic:** Students will work in **small groups** to produce a population profile of a sub-national region. The case study sites could be:

- Two Suburbs within Sydney (Tutorial 1)

- Greater Capital City Statistical Area (Tutorial 2)
- NSW Statistical Local Areas Level 4 (Tutorial 3)
- States (Tutorial 4)

The profile should explore the **current demographic situation** and could cover such attributes as:

population size and distribution

age-sex structure

birth and death rates

ethnic composition

labour force characteristics

socio-economic composition

In addition, the profile could also explore some of the **major changes** that have occurred in population over the past decade or so (e.g. rapid growth/decline, changing age or ethnic composition).

Each profile should also include at least **1 map** and **1 graph/table** which aid in illustrating the profile of the area.

Groups should **critically evaluate** the data available (i.e. what are the positives/negatives/challenges/limitations of the data?).

All tutorial papers will be placed on ilearn for other students to access – names and other identifiers will be removed! There is no need to submit this assignment to the Science Centre.

**Internal students:** Students in each group will receive the same mark. If you have concerns over the contribution of individual group members please contact Kristian (the earlier the better!).

**External students:** Kristian will email each external student their case study location at the beginning of Week 3. As external students will be working by themselves they are not required to do a presentation.

On successful completion you will be able to:

- Have an appreciation of the evolving geographic patterning of the demographic

processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)

- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)
- Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## Individual Tutorial Paper

Due: **Week 6 or Week 12**

Weighting: **15%**

Students have two options to choose from. Students must indicate which individual tutorial paper they intend to complete in the tutorial in Week 3. External students should email their selection to Kristian.

### **Option 1 – Asian Population issues: media analysis and population forum**

**Date due:** Tutorial – Week 6 (Wednesday 9 April)

**Word length:** 1,500 words (plus presentation for internal students)

#### **Submission (internal students):**

Hard copy of reports submitted in tutorials (no Turnitin)

PowerPoints to be emailed to Kristian by 1pm on Wednesday 9 April

Copy of report also needs to be email to Kristian by 6pm Wednesday 9 April

#### **Submission (external students):**

Email report to Kristian by 6pm Wednesday 9 April (do not submit to COE)

The tutorial paper should be in two parts: Part 1: Media Analysis and Part 2: Policy Analysis. To avoid repetition, countries will be allocated by Kristian in **Week 3** (3 weeks before due date).

### **Part 1 (approx. 750 words)**

Students should survey population issues being covered in newspapers in countries in Asia. See tutorial instructions on ilearn for more details (Week 5).

In your review you should try and discern any **patterns** in the material (e.g. an emphasis on a particular topic, particular views being espoused, etc). A typical structure could be:

- Outline the country/newspaper explored
- Provide an overview of the main population issues being covered in the media
- Discuss whether you think the issues are being reported in a neutral fashion or if particular political/social/cultural biases are being represented
- Relate how your findings relate to material covered in the lectures

You are required to find at **least 4 newspaper articles** associated with population issues (references will need to be provided).

### **Part 2 (approx. 750 words)**

Students should develop a short **policy brief** for the Minister for Population for a selected Asian country. The policy brief should be in the form of a brief report which outlines the country's **main population features, issues/problems and policies**. This section should draw on data illustrating some of the population characteristics of the country (population growth, distribution, birth rate, mortality, health, age and sex structure, ethnic composition, employment, migration, urbanisation, etc) and make links with other policy areas (eg health, economy, immigration).

Parts 1 and 2 can either be completed separately or combined into a single report as long as all aspects of the assessment are addressed.

Internal students are also required to **present their findings** to their tutorial in **Week 6**.

All tutorial papers will be placed on ilearn for other students to access – names and other identifiers will be removed! There is no need to submit this assignment to the Science Centre.

## **Option 2 – Australian Population Debate**

**Date due:** Tutorial – Week 12 (Wednesday 4 June)

**Word length:** 1,500 words (plus presentation for internal students)

**Submission (internal students):**

Hard copy of reports submitted in tutorials (no Turnitin)

PowerPoints to be emailed to Kristian by 1pm on Wednesday 4 June

Copy of report also needs to be email to Kristian by 6pm Wednesday 4 June

**Submission (external students):**

Email report to Kristian by 6pm Wednesday 4 June (do not submit to COE)

Students who choose to complete Option 2 will be allocated to one side of the population debate (Affirmative or Negative) by Kristian in Week 9 (3 weeks before due date).

**Debate topic:** *"That Australia is dangerously under-populated"*

Affirmative (agree that Australia is under-populated)

Negative (disagree that Australia is dangerously under-populated)

Each student is required to submit a tutorial paper outlining the **main points for or against** (depending on which side of the debate you are allocated) the fact that Australia is currently under-populated. In your paper you should refer to issues associated with **immigration** (increased vs decreased), **fertility** (increased vs stable vs decreased) and **mortality** (issues of ageing) – all aspects of the population balancing equation! You can draw on newspaper, other media reports, reports from Government Department and industry, as well as academic publications (see 'Population and Environment – Australia' section in the reference list).

Internal students will be required to present to the class their main findings/points in their Week 12 tutorial. The presentations will be used to facilitate a broader "class debate"

All tutorial papers will be placed on ilearn for other students to access – names and other identifiers will be removed! There is no need to submit this assignment to the Science Centre.



On successful completion you will be able to:

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)
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## Written Assignment

Due: **7 May or 21 May**

Weighting: **30%**

Students have two options to choose from. Students must indicate which written assignment they intend to complete in the tutorial in *Week 3*. External Students should email their selection to Kristian.

## Option 1 - Research Exercise

**Date due:** 10am Wednesday 7 May (Week 8)

**Word length:** 2,500 words plus maps

### Submission (internal students):

Hard copy of report submitted to Science Centre by 10am

Report must be submitted to Turnitin before 10am (no need to upload maps)

### Submission (external students):

Report to be submitted to COE

Report must be submitted to Turnitin before 10am (no need to upload maps)

**Topic:** Using the country figures in the 2013 World Population Data Sheet (found in the Research Exercise folder in ilearn):

(a) **map**

(b) **describe** and

(c) attempt to explain **the geographic patterning of female life expectancy at birth levels** across Asia.

- **Do not** include the countries of Western Asia in your analysis.
- For your map(s) use the choropleth technique. Notes on choropleth mapping and examples of the technique can be found in the Research Exercise folder on the ENVG219 ilearn site. The mapping process does not use GIS – rather you are expected to create the maps yourself (i.e. colour them in). While not overly sophisticated(!), this method gives you a better ‘feel’ for the data and the process of choropleth mapping.
- There is no set number of maps required. The number of maps and the data you choose to map should illustrate factors influencing female life expectancy at birth (you will not receive extra marks for creating lots of maps!)
- Two versions of outline maps of the region are available on the ENVG219 ilearn site.
- Your *description* section should explore the *spatial differences/patterning* of various data across the region. This description should be used as a basis of your explanation.

- For the explanation part of the exercise you should draw on some of the social and economic variables in the Asia Population Data file, **plus** reading on the topic. What are the drivers of female life expectancy? Some of the references in the Lecture Reading List (Epidemiologic/Health Transition section) will help. Google searching (e.g. using such search terms as “gender differences in health”, “female health in developing countries”, etc.) will also lead you to useful references.
- **Do parts (b) and (c) separately** in your submitted paper under the sub-headings of “Description” and “Explanation”.
- Your report should include a brief introduction and conclusion.
- There is no need to upload your maps to Turnitin.
- The weightings for the various parts of the assignment are as follow:
  - o (a) maps - 5 marks
  - o (b) description - 10 marks
  - o (c) explanation - 15 marks.

## **Option 2 - Essay Assignment**

**Date due:** 10am Wednesday 21 May (Week 10)

**Word length:** 3,000 words

### **Submission (internal students):**

Hard copy of essay submitted to Science Centre by 10am

Essay must be submitted to Turnitin before 10am

### **Submission (external students):**

Essay to be submitted to COE

Essay must be submitted to Turnitin before 10am

Write an essay on the following **topic**:

***“Migration is the critical population issue of our time”***

*Critically discuss* this statement, illustrating your answer with reference to the Asia-Pacific region.

Your essay *could* explore:

- Definitions, types and scales of migration across the Asia-Pacific region
- Difference between male/female
- Differences between skilled/unskilled
- Data on migration across the region
- Policies and politics of migration
- Positives and negatives impacts of migration on individuals, communities and countries (of origin and receiving).
- The impact migration has on other aspects of the population system (e.g. fertility, mortality, ageing)

Note: the essay should not repeat material covered in lectures, but provide a detailed discussion of immigration in individual locations. Your essay should explore how the impact of immigration is dependent on the unique (geographical, social, cultural, political, and economic) characteristics of individual countries and regions.

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## Tutorial Participation

Due: **Weeks 2, 7, 8, 9 & 10**

Weighting: **5%**

A series of tasks will be completed in tutorials in Weeks 2, 7, 8, 9 & 10. Students who complete these tasks will receive 1 mark per week.

**Internal students** are required to submit their task at the completion of their tutorial in these weeks.

**External students** are required to email their tasks to Kristian by the Wednesdays of Weeks 2, 7, 8, 9 & 10. External students are required to email their tasks to Kristian.

The tutorial tasks will be posted on ilearn 1 week before they are due.

On successful completion you will be able to:

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
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## Examination

Due: **Exam period**

Weighting: **40%**

A two hour examination will be held in the examination period at the end of session. Students will be required to complete **two essays** based on the lecture and tutorial program. Students will be given the opportunity to select the essay topics from six options. Previous examination papers are available from the Library.

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## Delivery and Resources

### Submitting your assignments

Your **written assignment** (Research Exercise or Essay Assignment) must be submitted on (or before) 9.00am on the due date listed. Prior to submitting a hardcopy of your assignment you are required upload your assignment to Turnitin. **All written assignments (not tutorial papers) must be submitted to Turnitin.** A link for each written assignment is available on the ENVG219 iLearn page.

**For Internal students** written assignments must be delivered to the ENVG219 assignment box located in the reception area of the Faculty of Science Student Centre (E7A102). The Faculty of Science Student Centre is on the ground floor at the western end of building E7A, and opens from 9.00am to 5.00pm on Monday to Friday. Your assignment must be submitted with a Cover Sheet (available from ENVG219 ilearn page). Internal students must complete all the details on the Cover Sheet and sign the declaration regarding academic honesty that is part of the cover sheet. The after hours submission box located at the entrance to E7A is cleared daily at 9.00am, so placing assignments in this box after the due date will incur a late penalty unless previously approved by the unit convener. You must attach a copy of the email approval or medical certificates to justify any late submission.

Tutorial assignments are to be submitted in class and emailed to Kristian (Kristian.ruming@mq.edu.au).

**For External students** written assignments must be delivered to the Centre for Open Education either in the folders supplied or via COE's electronic submission system. In both cases, you must complete and authorise/ sign the declaration regarding academic honesty.

Tutorial assignments are to be emailed to Kristian (Kristian.ruming@mq.edu.au).

**All students** must keep a clean electronic copy of their assignment.

**Late penalties:** Please note that the penalty for late submission of assignments is 10% per day or part thereof, calculated from 10:00am on the due date listed. This penalty will be applied unless you are granted an extension.

**Extension requests:** Circumstances that affect your ability to complete assignments by the due date must be discussed with Kristian. Appropriate supporting documentation may be required. Ensure that this is done before the due date.

## Tutorial tasks

Detailed information on the requirements of the Tutorial tasks can also be found on the **ENVG219 ilearn page**. Individual tutorial papers will be uploaded to the ENVG219 ilearn page so other students can review population issues operating at different sites and at different scales (all identifiers will be removed).

## Technology used and required

ENVG219 make extensive use of web-based teaching support using ilearn (<https://ilearn.mq.edu.au/>). Access to the Internet and regular access to the unit's ilearn website is essential. Material relating to tutorial tasks is available on the ENVG219 ilearn site.

## Unit Schedule

Wk	Date	Lecture Topic	Tutorial	Assessment
1	5 March	<b>Introduction:</b> The Study of Population and The Population System	<i>No Tutorial</i>	
2	12 March	<b>Counting People:</b> Population Data / Measuring Populations  <b>Overview of World Population:</b> Past, Present and Future	Simulating population change using Intlpop and research time ( <b>1 mark tutorial participation</b> )	
3	19 March	<b>Theorising Population:</b> Classical Demographic Transition Theory	<b>Group Tutorial Paper</b>  Scaled population profiles - Group work	- indicate assignment preference  - allocate case study countries for Tutorial Paper 1
4	26 March	<b>Process Element 1:</b> The European Fertility Transition Re-examined and Transition in other Developed Countries	<b>Group Tutorial Paper -</b>  Tutorial Presentations	<b>Group Tutorial Paper</b> (10%)
5	2 April	<b>Process Element 1:</b> Fertility Transition in Less Developed Countries	<b>Tutorial Paper (option 1)</b>  Tutorial Paper 1 Preparation  <i>-only student completing option 1 need to attend</i>	
6	9 April	<b>Case Study:</b> Fertility and Mortality in China	<b>Tutorial Paper (option 1)</b>  Tutorial Presentations	<b>Tutorial Paper – option 1:</b> Asian Population Issues (15%)

7	30 April	<b>Process Element 2:</b> The Mortality Revolution in More Developed Countries	<b>Class Discussion</b> – Lessons from China for the Less Developed World ( <i>1 mark tutorial participation</i> )	
8	7 May	<b>Process Element 2:</b> The Mortality Revolution in Less Developed Countries	<b>Population Scenarios</b> ( <i>1 mark tutorial participation</i> )	<b>Written Assessment – option 1:</b> Research Exercise (30%)
9	14 May	<b>Process Element 3:</b> Drivers, Scale and Outcomes of Migration	<b>International Migration</b> ( <i>1 mark tutorial participation</i> )	- allocate side of debate for Tutorial Paper 2
10	21 May	<b>Australian Population System I</b> (Fertility/ Mortality/ Migration)	<b>Class discussion</b> – Geographies of Population in Australia (urban/rural/sea change) ( <i>1 mark tutorial participation</i> )	<b>Written Assessment - option 2:</b> Essay Assignment (30%)
11	28 May	<b>Australian Population System II</b> (Fertility/ Mortality/ Migration)	<b>Tutorial Paper (option 2)</b> Debate preparation  - only student completing option 2 need to attend	
12	4 June	<b>Outcomes of the Population System I:</b> Population Ageing	<b>Tutorial Paper (option 2)</b> Class Debate – Australian Population Growth	<b>Tutorial Paper – option 2:</b> Australian Population Debate (15%)
13	11 June	<b>Outcomes of the Population System II:</b> Population, Politics and Australia's Population Future  <i>Unit review</i>	Review	

## 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)

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](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](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/)

## 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://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

### 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**

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)
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## **Assessment tasks**

- Written Assignment
- Tutorial Participation
- Examination

## **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**

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)
- Identify and critically evaluate the political and policy drivers and outcomes of population

in Australia and globally (Learning Outcome 4)

## **Assessment tasks**

- Group Tutorial Paper
- Individual Tutorial Paper
- Written Assignment
- Tutorial Participation
- Examination

## **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**

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)
- Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## **Assessment tasks**

- Group Tutorial Paper
- Individual Tutorial Paper
- Written Assignment
- Tutorial Participation

## **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 outcome**

- Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)

## **Assessment tasks**

- Individual Tutorial Paper
- Written Assignment

## **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**

- Have an understanding of the basic concepts, definitions and measures used in population geography (Learning Outcome 2)
- Be familiar and competent with some of the research methods used in population geography (Learning Outcome 3)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## **Assessment tasks**

- Group Tutorial Paper
- Individual Tutorial Paper
- Written Assignment
- Tutorial Participation
- Examination

## **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**

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## **Assessment tasks**

- Individual Tutorial Paper
- Written Assignment

## **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**

- Have an appreciation of the evolving geographic patterning of the demographic processes and characteristics of human populations and how these interrelate in various ways with social, economic, political, cultural, technological and physical environmental factors (Learning Outcome 1)
- Identify and critically evaluate the political and policy drivers and outcomes of population in Australia and globally (Learning Outcome 4)

## **Assessment tasks**

- Individual Tutorial Paper
- Written Assignment
- Tutorial Participation