



# ENVG111

## Geographies of Global Change

S1 External 2014

*Dept of Environment & Geography*

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#### **Disclaimer**

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## General Information

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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 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- 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

Name	Weighting	Due
<a href="#">Online participation</a>	10%	weekly
<a href="#">Proposal for Major Essay</a>	15%	28th April
<a href="#">Major Essay</a>	35%	23rd May
<a href="#">Exam</a>	40%	16th June - 4th July

### 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:

- 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.

- Describe and interpret maps, geographical distributions, and tables.
- Research, read and critically interpret the work of geographers.
- Produce different kinds of academic compositions that are clear, well-structured, referenced and relevant.

## Proposal for Major Essay

Due: **28th April**

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:

- 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- Research, read and critically interpret the work of geographers.
- Produce different kinds of academic compositions that are clear, well-structured, referenced and relevant.

## Major Essay

Due: **23rd May**

Weighting: **35%**

‘The emergence of globalisation...seems as if it might inevitably impose a sense of placelessness and dislocation, a loss of territorial identity, and an erosion of the distinctive sense of place associated with certain localities. Yet the common experiences associated with globalization are still modified by local geographies.’ (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.

On successful completion you will be able to:

- 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- Research, read and critically interpret the work of geographers.
- Produce different kinds of academic compositions that are clear, well-structured, referenced and relevant.

## Exam

Due: **16th June - 4th July**

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 within the exam week.

On successful completion you will be able to:

- 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- Research, read and critically interpret the work of geographers.
- Produce different kinds of academic compositions that are clear, well-structured, referenced and relevant.

## Delivery and Resources

### Classes

**Unit offered:**

Session 1, 2014. Internal and External modes.

**Lectures:**

Lectures are held at:

- Tuesday 11am
- Tuesday 2pm

These are normally available on echo360 within several hours of the lecture.

## **Tutorials:**

External students must complete four skill tutorials and four content tutorials at a minimum. Each tutorial has a maximum participation mark of 1%, therefore you should aim to do ten tutorials in total to achieve the maximum grades in this assessment.

Tutorials should be completed by the Tuesday of the week following that they are assigned. After this time, no participation grades will be assigned for that tutorial.

## **Required and Recommended Texts and/or Materials**

### **Most of the required readings come from the required text:**

Knox, P. and Marston, S. A. (2014). *Human Geography: Places and regions in global context (6th Edition, Pearson International Edition)*. Prentice Hall Pearson Education International, New Jersey.

This textbook comes with access to **MasteringGeography**, an essential tool for successful learning in ENVG111 for external students. If you buy a secondhand text, you can buy access to **MasteringGeography** for approximately AUD 30 from [www.pearson.com.au](http://www.pearson.com.au) (search for Knox).

Other readings will be assigned during the semester, which may be accessed by iLearn and eReserve.

### **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 internal email system. The website will provide you with access to lectures (as MP3 files and powerpoint presentations for download) through the University's echo360 lecture recording facility, as well as to follow-up discussion, links, reading 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.

## Unit Schedule

Please be aware that the tutorial programme for external students will be specified on iLearn each week, the schedule below is relevant for your study in terms of the lecture content and required readings only.

Lecture content	Required readings	Tutorial programme
Module 1: What is Human Geography		
L1: Unit Introduction L2: Geographies of Global Change	'Geography Matters' in textbook pp9-43	Skill tutorial: Technology (computer lab)
L3: Contemporary Globalisation Module 2: Geographies of Culture and Change	'The Changing Global Context' textbook pp 43-76	Content tutorial: Sense of Place



<p><b>L4: Into the Anthropocene: Culture and Change</b></p> <p><b>L5: Case Study: Indigenous Culture and Change</b></p> <p><b>L6: Unsettling colonisation</b></p> <p><b>L7: Sex, gender and geography</b></p> <p><b>L8: Gendered geographies of music</b></p>	<p><b>'Cultural Geographies' in textbook pp 159-201</b></p> <p><b>McLean, J. and Maalsen, S. (2013) 'Destroying the Joint and Dying of Shame? Geographies of revitalised feminism in social media and beyond', <i>Geographical Research</i>, 51.3 (2013): 243-256, <a href="http://onlinelibrary.wiley.com/doi/10.1111/1745-5871.12023/abstract">http://onlinelibrary.wiley.com/doi/10.1111/1745-5871.12023/abstract</a></b></p>	<p><b>Skill tutorial: Critical reading</b></p> <p><b>Skill/content tutorial:</b></p> <p><b>Reflection on MQ Geo challenge and ENVG111</b></p>
<p><b>Module 3: Environmental Geographies and Health</b></p>		
<p><b>L9: People and Nature</b></p> <p><b>L10: Geographies of Natural Disasters</b></p> <p><b>L11: Environmental justice and water cultures</b></p> <p><b>L12: Climate change and environmental activism (guest lecturer)</b></p>	<p><b>'People and Nature' textbook pp 117-159</b></p>	<p><b>Content tutorial: Health responses to natural disasters</b></p>
<p><b>Module 4: Geographies of Economic Development</b></p> <p><b>Mid-session break</b></p>		
<p><b>L13: Economic Geography</b></p> <p><b>L14: Food and Agriculture</b></p> <p><b>L15: Geographies of consumption</b></p> <p><b>L16: Geographies of Development</b></p>	<p><b>'Geographies of Economic Development' textbook pp 233-275</b></p>	<p><b>Skill tutorial: Research skills</b></p> <p><b>Content tutorial: Critical viewing – Food Inc</b></p>

<b>Module 5: Urban Geography</b>		
L17: Urbanisation and global change  L18: The rise of global cities	'Urbanization' textbook pp 375-410	Skill tutorial: Critical writing introduction
L19: Urban structure and challenges of urbanisation  L20: Justice, sustainability and the city	'City Spaces: Urban Structure' textbook pp 411-442	Skill tutorial: Writing and editing
<b>Module 6: Political Geography</b>		
L21: Territory and power  L22: Imagining the nation state	eReserve: Sidaway, J. and Grundy-Warr, C (2012) 'The place of the nation state' in Daniels, P W., Bradshaw, M., Shaw, D. and Sidaway, J. (Eds) <u><a href="#">An introduction to human geography</a></u> (4th edition). Pearson: Harlow pp. 466-484	Content tutorial: Mapping microgeographies of power
L23: Geopolitics and changing world orders  L24: Global governance and climate change	'Political Geographies' from textbook pp323-374	Exam tutorial
L25: Unit review  (One lecture this week)		No tutorial

## 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

### 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 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- 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**

- Online participation
- Proposal for Major Essay
- Major Essay
- 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- 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**

- Online participation
- Proposal for Major Essay
- Major Essay
- 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 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- Research, read and critically interpret the work of geographers.

## **Assessment tasks**

- Online participation
- Proposal for Major Essay
- Major Essay
- 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 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
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## **Assessment tasks**

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- Proposal for Major Essay
- Major Essay
- 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 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- 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

- Online participation
- Proposal for Major Essay
- Major Essay
- 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- 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

- Online participation
- Proposal for Major Essay
- Major Essay
- 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 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- 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**

- Online participation
- Proposal for Major Essay
- Major Essay
- 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- 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**

- Online participation
- Proposal for Major Essay



- Major Essay
- 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

- 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 geographical outcomes of global changes, and the connections and disconnections between places around the globe.
- Describe and interpret maps, geographical distributions, and tables.
- 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

- Online participation
- Proposal for Major Essay
- Major Essay