



ENVG111

Geographies of Global Change

S1 Day 2013

Environment and Geography

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	7
<u>Learning and Teaching Activities</u>	8
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	9

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General Information

Unit convenor and teaching staff

Unit Convenor

Kelly Dombroski

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Contact via kelly.dombroski@mq.edu.au

E7A-611

On maternity leave from September 14th.

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 geographic 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
<u>Macquarie Geography Challenge</u>	10%	March 22nd 2013
<u>Peer Review</u>	5%	26 March 2013
<u>Proposal for Major Essay</u>	15%	12 April 2013
<u>Major Essay</u>	25%	24 May 2013
<u>Exam</u>	45%	11-28 June 2013 TBC

Macquarie Geography Challenge

Due: **March 22nd 2013**

Weighting: **10%**

The Macquarie Geography Challenge is an opportunity to meet others and learn new skills in your first few weeks of university. In week one, you will be assigned into groups and given a set of questions and tasks. As a group, you must organise to complete these tasks, and arrange your answers/proof of completion into a web presentation using an easily available platform (such as prezi, tumblr, wordpress etc).

You will be peer-assessed on adequate completion of the activities, creativity, and interest.

Peer Review

Due: **26 March 2013**

Weighting: **5%**

You will be given assessment criteria by which to review other groups' presentations. You will be graded on how well you assess their work, including how far you deviate from the most accurate assessment.

Proposal for Major Essay

Due: **12 April 2013**

Weighting: **15%**

Write a **750 word** proposal outlining the argument you will make in your major essay (refer to

major essay instructions now).

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. Background information (chosen disasters, dates, places, other facts)
4. Research scope (e.g. geographical areas of impact or types of impacts you will focus on)
5. Essay plan with subtitles and planned word counts for each section
6. Bibliography (alphabetised)

Notes: Bullet points are acceptable in the essay plan section, and for any basic facts. 750 words means within 10% of 750 words (i.e. 75 words over or under). The bibliography is NOT included in the word count. A bibliography is an alphabetized list of all the resources you have consulted in putting together your proposal.

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Major Essay

Due: **24 May 2013**

Weighting: **25%**

Knox and Marston write with regards to Hurricane Katrina:

It is now largely accepted that the root causes of the calamity were far from "natural" (2012: 109).

YOUR TASK:

With reference to two similar “natural” disasters, write a 2000 word essay discussing and comparing the roles of ‘nature’ and ‘society’ in the subsequent impacts.

Suggested disasters:*

Hurricane Katrina and Cyclone Yasi (with reference to Australia)

Tohoku Tsunami and Earthquake and Indian Ocean Tsunami (pick one affected nation)

Sichuan Earthquake and Haiti Earthquake

Notes:

- 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 words
- Maps, figures, and diagrams acceptable but must be a) relevant b) referred to in text (Figure 1, 2 etc show that...) c)captioned d)with source and e) source in reference list.
- Must include a minimum of **six** academic literature references (academic books, journal articles, reports).
- Newspaper articles acceptable for a small amount of background information, must be referenced correctly.
- Must include an introduction and conclusion, and subtitled sections.
- See Hay (2006) for further help with academic writing in geography.
- Late assignments will be penalised by 1 mark per day (i.e. 1% of your total unit grade).
- Extensions must be granted *prior to the due date*.

*Other options possible but check with your tutor or convenor first.

On successful completion you will be able to:

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Exam

Due: **11-28 June 2013 TBC**

Weighting: **45%**

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:

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Delivery and Resources

CLASSES

Unit offered: Semester 1, 2013 ~ Internal and External modes.

Lectures

The lecture times are:

- 1pm Mondays (C5C T1)
- 11am Wednesdays (Same as above)

Tutorials

ENVG111 has a full schedule of tutorials that enhance your general and discipline-specific skills and knowledge. While we encourage students to complete all tutorials, students must be present for at least 4 skill tutorials and 4 topic tutorials. Please register for your tutorial via e-Student, and attend the same tutorial each week. Your groups will be assigned within your tutorial class.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Most of the required readings come from the required text:

- Knox, P. and S.A. Marston. (2012) *Human Geography: Places and Regions in Global Context (6th Edition, Pearson International Edition)*. Prentice Hall Pearson Education International: New Jersey.

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*. New York, Palgrave Macmillan.
- Hay, I. (2006). *Communicating in Geography and the Environmental Sciences*.

Melbourne, Oxford University Press (third edition).

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 Web Page

The webpage for this unit can be found via the Macquarie University online learning system at <https://ilearn.mq.edu.au>. The Unit website uses the University's standard web interface, iLearn and has both a discussion board and internal email system. The website will provide you with access to lectures (as MP3 files, and downloadable PowerPoint presentations) through the University's echo360 lecture recording facility, as well as to follow-up discussion, links, reading supplied by teaching staff and forum discussions.

Unit Schedule

Week	Lecture Schedule*	Textbook Reading	Tutorial Program
1	L1 Unit introduction (KD) L2 Geographies of Global Change (KD)	Chapter 1	Sense of Place
2	L3 18th and 19th Century Imperialism and Capitalism (KD) L4 Industrialisation and the Making of the 20th Century World	Chapter 2	Technology Tutorial
3	L5 Culture and Change (KD) L6 Indigenous people and change (Guest)	Chapter 5	Critical Reading
4	L7 Population and change (VP) L8 Asylum seekers, refugees and change (Guest)	Chapter 3	Asylum seekers
5	L9 Environmental Change (KD) L10 Natural disasters (KD)	Chapter 4	Research and library skills
6	L11 Changing economic geographies (KD)	Chapter 7	Consumption
7	L12 Changing development geographies (KD) L13 Development and 'good change' (Guest)	See iLearn	Social enterprises and development
8	L14 Changing food systems(TBA) L15 Social determinants of health (JB)	Chapter 8	Food Inc.

9	L16 Health priorities and promotion (JB) L17 Health and our future (JB)	See iLearn	Writing essay introductions
10	L18 Urban Geography I (TBA) L19 Urban Geography II (TBA)	Chapter 10	Health tutorial
11	L19 Urban Geography III (TBA) L20 Urban Geography IV (TBA)	Chapter 11	Editing essay problems
12	L21 Political geography and global change (KD) L22 Territoriality, power and states(KD)	Chapter 9	Mapping microgeographies of power
13	L23 Geopolitics of Birth (KD) L24 UNIT REVIEW (KD)	catch up	Mapping micro-geographies of Power

*KD = Kelly Dombroski, JB= Jette Bollerup, TBA = to be announced (new appointment pending),
VP= Valeria Pashkova

Learning and Teaching Activities

Lectures

Listen to lecture recordings twice weekly

Tutorials (Online)

Participate in online tutorials weekly

Assessments

Complete assessments as required

Peer review

Review your peer's work as part of your own learning process

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://www.mq.edu.au/policy/docs/academic_honesty/policy.html

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

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

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

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

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>

UniWISE provides:

- Online learning resources and academic skills workshops http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

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

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <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 and it outlines what can be done.

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

- Explain the role of place and space in recent and current global processes of economic, political, social and cultural change
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- Produce different kinds of academic compositions that are clear, well-structured, referenced and relevant

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 outcome

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

Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

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Assessment tasks

- 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.

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Assessment tasks

- 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

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- Describe and interpret maps, geographical distributions, and tables
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Assessment tasks

- 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

- Outline and suggest explanations for the uneven geographic outcomes of global changes, and the connections and disconnections between places around the globe
- Produce different kinds of academic compositions that are clear, well-structured, referenced and relevant

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

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

Assessment tasks

- 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
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Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

Learning outcomes

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