



# GEOP111

## Geographies of Global Change

S1 External 2019

*Department of Geography and Planning*

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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.

## General Assessment Information

### Late Submission Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline.

To successfully pass GEOP111 students must complete all assessment tasks. Failure to complete any single assessment task may result in failure of the unit. The final grade is based on the total mark accumulated from all assessment tasks.

All students must keep a clean electronic copy of all assignments (preferably as a PDF) submitted for assessment.

All students must make themselves available during the official Examination Period.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Short essay</u></a>	20%	No	14/4/2019 at 5pm
<a href="#"><u>Research essay</u></a>	40%	No	17/05/2019 at 5pm
<a href="#"><u>Final Exam</u></a>	30%	No	Exam period starts 11th June

Name	Weighting	Hurdle	Due
<a href="#">Participation and engagement</a>	10%	No	Ongoing

## Short essay

Due: **14/4/2019 at 5pm**

Weighting: **20%**

In a 750 word essay, critically describe three important aspects of geographies of global change. To do so, read 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)

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.

## Research essay

Due: **17/05/2019 at 5pm**

Weighting: **40%**

*'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, 2016:87).

In a 2000 word essay, critically analyse this quote from your textbook. In your essay, provide two clear examples of places and regions that have been reconstructed by the structures and flows of globalisation.

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)

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: **Exam period starts 11th June**

Weighting: **30%**

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.

## Participation and engagement

Due: **Ongoing**

Weighting: **10%**

Your online preparation and engagement will be assessed throughout the semester, and students will be expected to make regular contributions to weekly online tutorials. Detailed instructions are available on iLearn. Ensure you read these instructions closely.

On successful completion you will be able to:

- 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.

- Describe and interpret maps, geographical distributions and tables.

## Delivery and Resources

### Classes

*Unit offered:*

Session 1, 2019. Internal and External enrolments are possible.

*Lectures:*

Lectures (each one hour) are held at

- Wednesday 9am - 14 Sir Christopher Ondaatje Ave - Mason Theatre
- Thursday 10am - 17 Wallys Walk - T1 Theatre

Lectures and tutorials start at five minutes past the hour and finish at five minutes before the hour. External students are expected to keep up to date with the twice weekly lectures and listen to them online before doing tutorial activities.

Students can also livestream lectures. For more information on this mode of engaging with lectures, please go to: <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students/lecture-recordings>

*Tutorials:*

GEOP111 has a full schedule of tutorials that enhance your general and discipline-specific skills and knowledge. It is important that you participate in all tutorials for GEOP111.

### Required and Recommended Texts and/or Materials

Most of the readings come from the required text:

Knox, P. and Marston, S. (2016). *Human Geography: Places and Regions in Global Context*. New International Edition. Pearson, Harlow. NB: Earlier editions of the textbook are fine for the purposes of this unit.

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.

## Unit Schedule

The table below indicates the schedule for GEOP111 in 2019. There will be some changes as the unit is refined before semester start so please follow the final schedule that will be posted in iLearn before semester starts.

Week	Topic	Readings	Tutorials
1	Introducing the unit/Core concepts	'Geography Matters' in textbook	Technology for GEOP111
2	Geographies of Global Change	'The Changing Global Context' in textbook	Why am I studying GEOP111? Future employment
3	Cultural Geography 1	'Cultural Geography' in textbook	Geographical imaginations
4	Cultural Geography 2	'Interpreting Places and Landscapes' in textbook	Present MQ Geo Challenge - internals only Externals: online workshop
5	Urban Geography 1	'Urbanisation and the Global Urban System' in textbook	'Sense of place': the global in the local
6	Urban Geography 2	'City Spaces: Urban Structure' in textbook	Critical reading and writing
7	Environmental Humanities 1	Cronon's 'The Trouble with Wilderness'	Research skills
8	Environmental Humanities 2	'People and nature' in textbook	Querying the Anthropocene: Critical reading and thinking
9	Geographies of Development 1	'Geographies of Economic Development' in textbook	Census in the city: data analysis
10	Geographies of Development 2	Cooks's 'Follow the Thing: Papaya'	Geographies of food security
11	Political Geography 1	'Political Geographies' in textbook	Mapping micro-geographies of power
12	Political Geography 2	'Political Geographies' (continued) in textbook	Exam tutorial
13	Reviewing GEOP111 and looking to future studies and work	No new readings	No tutorial



## Learning and Teaching Activities

### Lectures

Most weeks of the semester we will have two lectures of one hour duration, covering core unit content and sharing assessment task information and tips. Some weeks we will only have one face-to-face lecture and students will do online activities such as watch a short pre-recorded video and discuss these in tutorials or online if you are an external student.

### Tutorials

Tutorials will comprise of a series of weekly 1 hour activities, focused on skills and content-specific tasks, to extend and apply the ideas shared in lectures and from your readings. Both internal and external students participate in weekly tutorial activities.

### Assessment tasks

The assessment tasks of GEOP111 are designed to help you meet the learning outcomes for the unit. The unit is designed to support your critical thinking and writing skills as well as enhance your skills in oral presentation, web-based presentation and group-based work.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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
- Research essay
- Participation and engagement

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### **Learning outcomes**

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

### **Assessment tasks**

- Short essay
- Research essay

- Final Exam
- Participation and engagement

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

### Assessment tasks

- Short essay
- 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
- Research essay
- Final Exam
- Participation and engagement

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Short essay
- Research essay
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## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

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

### Assessment tasks

- Short essay
- Research essay
- Final Exam
- Participation and engagement

## 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.

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## **Assessment tasks**

- Short essay
- Research essay
- Final Exam
- Participation and engagement

## **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.
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## **Assessment tasks**

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- Research essay
- Final Exam
- Participation and engagement

## Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

### Learning outcomes

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

### Assessment tasks

- Research essay
- Final Exam
- Participation and engagement