Unit Outline
GEOG1000 Human Geography
Semester 1, 2016

Unit study package code: GEOG1000
Mode of study: Internal
Tuition pattern summary: This unit contains a fieldwork component. Find out more about fieldwork on the work integrated learning (WIL) website at http://ctl.curtin.edu.au/wil/fieldwork/index.cfm, which also contains a link to the Fieldwork Policy and Fieldwork Manual.

Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: 314937 (v.1) Human Geography 510 AND GEOG5000 (v.0) GPH510 Human Geography or any previous version

Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

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Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

This unit provides an introduction to human geography in global, national, regional and local contexts. Main topics include: population growth; fertility and mortality; migration, voluntary and forced; spatial patterns of cultural differentiation; development of and changes in economic activity; urbanisation; and the relationships between people, resource use and the environment.

Introduction

Welcome to Human Geography. This unit is the first of 10 units which make up the Geography major at Curtin University. Throughout this unit you will be introduced to concepts that underpin the thematic units to follow in this course: migration; food security; natural hazards; fieldwork; health; resource planning; sustainable development; and, global cities and regions. Physical Geography – which runs in semester 2 – is the complimentary introductory unit and further develops key concepts in the field of geography such as environmental management and systems thinking.

Human Geography can be described as the interrelationships between people, places and their environments. Consequently, the topics are limitless. So what is it that sets geography – or in this case human geography – apart from other disciplines? Effectively, geography is a way of thinking spatially about our world, identifying rhythms, patterns and processes while considering how these change over time. Certainly, there are traditional topics of research, but increasingly geographers are working in a broad range of areas such as community development; urban and regional planning; local, state and national government; natural resource management; environmental management; social planning just to name a few. Therefore, this unit aims to introduce concepts that will equip you with the skills to critically engage with, explore and understand the landscapes you interact with. Concepts include: space; time; mobility; power; borders; core-peripheries; production; consumption; place; and, identity. On completion of this unit you will be able to identify a geographical approach more readily in the issues and challenges affecting your environments, by adopting the language, ‘the geography of...’

We hope you enjoy your study in Human Geography and that you are challenged to think critically about the concepts being explored.
Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin's Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Discuss the concepts of space place and power distributions in the make-up of society</td>
<td>✅ ✅ ✅</td>
</tr>
<tr>
<td>2 Recognise the cultural economic and environmental dimensions of world population growth and trends</td>
<td>✅ ✅</td>
</tr>
<tr>
<td>3 Analyse the relationships between the changing economic structure of society and the environmental impact of human activity</td>
<td>✅</td>
</tr>
<tr>
<td>4 Develop skills in the interpretation and analysis of data</td>
<td>✅</td>
</tr>
</tbody>
</table>

Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>✅</th>
<th>Apply discipline knowledge</th>
<th>✅</th>
<th>Thinking skills (use analytical skills to solve problems)</th>
<th>✅</th>
<th>Information skills (confidence to investigate new ideas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅</td>
<td>Communication skills</td>
<td>✅</td>
<td>Technology skills</td>
<td>✅</td>
<td>Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)</td>
</tr>
<tr>
<td>✅</td>
<td>International perspective (value the perspectives of others)</td>
<td>✅</td>
<td>Cultural understanding (value the perspectives of others)</td>
<td>✅</td>
<td>Professional Skills (work independently and as a team) (plan own work)</td>
</tr>
</tbody>
</table>

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

The unit will be run as a 2 hour interactive lecture once a week, followed by a 1 hour tutorial designed with both practical activities and theoretical discussions. This unit is run internally and online and so there will be i-lectures available and Discussion Board activities for the ‘fully online’ students.
Learning Resources

Library Reserve

There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:

http://link.library.curtin.edu.au/primo/course?GEOG1000

Essential texts

The required textbook(s) for this unit are:


  There is an e-book version which can be purchased directly from Wiley.com for $55. See:

  You are able to download this onto 4 devices and once downloaded they can be used when you are "offline".

  There is a video link for a short video on what an e-text allows you to do.

  (ISBN/ISSN: 978-1-118-52656-9)

Other resources

References: (These can be found either in the Curtin Library catalogue; Curtin ereserve; or through online databases.)


http://edocs.library.curtin.edu.au/eres_display.cgi?url=DC6004681X.pdf


### Assessment

#### Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>30 percent</td>
<td>Week: 15 (study week)&lt;br&gt;Day: Wednesday 8th June&lt;br&gt;Time: 11.59pm WST</td>
<td>1,2,4</td>
</tr>
<tr>
<td>Essay</td>
<td>30 percent</td>
<td>Week: 8 (tuition free week)&lt;br&gt;Day: Friday 22nd April&lt;br&gt;Time: 11.59pm WST</td>
<td>1,3,4</td>
</tr>
<tr>
<td>Test</td>
<td>40 percent</td>
<td>Week: 5 and 12&lt;br&gt;Day: Range: Q1 (March 31 - April 4); Q2 (May 19 - May 23)&lt;br&gt;Time: 11.59pm on the corresponding Monday</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>

#### Detailed information on assessment tasks

1. **Census Report**: Select a suburb or a town and develop a **2000 word** report based on the ABS census data http://www.abs.gov.au/census for your selected place. A detailed Information Sheet for this assignment will be uploaded to the Blackboard page at the start of semester.

2. **Essay**: De Blij (2009, preface) has argued that many authors consider ‘the human world today is so mobile, so interconnected, and so integrative that it is, in one prominent and much repeated assessment, “flat”’. In challenging this statement, write a **1500 word** essay that critically extends the notion of globalisation as time-space compression by opening up a discussion on the complexities of a dynamic world.

   You essay should focus on one or more of the key concepts related to globalisation listed below:

   **Key Concepts**: Population, Mobility, Migration, Language, Place, Identity

3. **2x Online Quiz (20% each)**

   Two multiple choice online quizzes will be conducted, one in the tuition free **week 5** and the other **week 12**. The online quizzes will be completed through Blackboard and questions will be drawn from lecture and tutorial materials from weeks (1-4) and (6-7/10-11) respectively.

   The link will go live on Thursday 5pm WST of that week and must be completed by Monday midnight the following
week. There will be a time limit and you will only have one attempt. A detailed information sheet is available on Blackboard.

Pass requirements
Students must achieve a Final Mark of 50 or greater to pass this unit

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

Supplementary assessments
Supplementary assessments are not available in this unit.

Referencing style
The referencing style for this unit is APA 6th Ed.
More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

**Academic Integrity (including plagiarism and cheating)**

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one's own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

**Information and Communications Technology (ICT) Expectations**

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

**Additional information**

**Enrolment**

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

The unit has been peer-reviewed and the structure of the units have been further clarified and a number of new tutorial activities have been added.
# Program Calendar – Semester 1 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
<th>Readings/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>22 February</td>
<td>Orientation Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>29 February</td>
<td>Introduction: Globalisation: A hyperactive world</td>
<td>Navigating online databases and library resources</td>
<td>No readings</td>
</tr>
<tr>
<td>2.</td>
<td>7 March</td>
<td>Geographies of Space-Time</td>
<td>Globalisation Discussion</td>
<td>Thrift 2002; Christopherson 2008; Greiner 2014 Chapter 2.</td>
</tr>
<tr>
<td>3.</td>
<td>14 March</td>
<td>The Power of Place</td>
<td>Reading Images</td>
<td>De Blij 2009 Chapter 1;</td>
</tr>
<tr>
<td>4.</td>
<td>21 March</td>
<td>Population: Crisis or Crises?</td>
<td>Population Debate</td>
<td>Greiner 2014 Chapter 3; Graham and Boyle 2002; Corden 2003</td>
</tr>
<tr>
<td>5.</td>
<td>28 March</td>
<td>Tuition Free Week</td>
<td></td>
<td>Online Quiz #1</td>
</tr>
<tr>
<td>6.</td>
<td>4 April</td>
<td>Migration and Mobility</td>
<td>Mind Mapping (Borders)</td>
<td>Pratt 2000; Greiner 2014 Chapter 3</td>
</tr>
<tr>
<td>7.</td>
<td>11 April</td>
<td>Language and Identity</td>
<td>Threatened Languages</td>
<td>Greiner 2014 Chapter 4</td>
</tr>
<tr>
<td>8.</td>
<td>18 April</td>
<td>Tuition Free Week</td>
<td></td>
<td>Essay</td>
</tr>
<tr>
<td>9.</td>
<td>25 April</td>
<td></td>
<td>ANZAC Day (no class)</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>2 May</td>
<td>Power of Geography and the Geography of Power</td>
<td>Counter Mapping</td>
<td>Jana 2013; Peluso 1995; Greiner Chapter 2014 7</td>
</tr>
<tr>
<td>11.</td>
<td>9 May</td>
<td>Geographies of Development and economic change</td>
<td>Building Population Pyramids</td>
<td>Greiner 2014 Chapters 9 and 10; Weightman 2011</td>
</tr>
<tr>
<td>12.</td>
<td>16 May</td>
<td>Fremantle field trip: “Sense of Place”; Field Study of your locale for online students</td>
<td></td>
<td>Greiner 2014 Chapter 8</td>
</tr>
<tr>
<td>13.</td>
<td>23 May</td>
<td>The Urban Order</td>
<td>Fremantle Reflections</td>
<td>Jones 2007</td>
</tr>
<tr>
<td>14.</td>
<td>30 May</td>
<td>Rural Change</td>
<td></td>
<td>Tonts and Greive 2002; Greiner 2014 Chapter 11.</td>
</tr>
<tr>
<td>15.</td>
<td>6 June</td>
<td></td>
<td>Study Week</td>
<td>Census Report</td>
</tr>
<tr>
<td>16.</td>
<td>13 June</td>
<td></td>
<td>Examinations</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>20 June</td>
<td></td>
<td>Examinations</td>
<td></td>
</tr>
</tbody>
</table>