



UNSW Course Outline

ZPEM3202 Cultural Geography - 2024

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General Course Information

Course Code : ZPEM3202

Year : 2024

Term : Semester 1

Teaching Period : Z1

Is a multi-term course? : No

Faculty : UNSW Canberra

Academic Unit : UC Science

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : UNSW Canberra at ADFA

Campus : UNSW Canberra

Study Level : Undergraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Cultural geography is an important sub-discipline of human geography. Throughout the 1990s and 2000s it has been one of the discipline's fastest growth areas. What do cultural geographers do and why has there been this rapid growth? This course explores these questions by

examining the concept of conflict. We will use this examination of the changing nature of the concept of conflict to think through how different understandings of conflict create different mechanisms of inclusions and exclusion through three different spatial scales: territory (maps and geographic representations), borders (security and no-man zones), and bodies (desire and difference). In what ways do territory, borders and bodies relate to each other? And how do they define the idea and instance of conflict? Cultural geography approaches such questions by examining the way meaning is constructed differently according to differences in times, spaces and places.

Course Aims

The aim of the course, using real-world, student-driven case studies, is for you to have a deep appreciation of the relationship between the idea of conflict and the different set of territorial, representational and presentational encounters it creates in real world engagements.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : analyse how our different cultural definitions of conflict and practice influence the perceptions and definitions of the spaces where cultures meet
CLO2 : critically evaluate our taken-for-granted, everyday worlds, paying particular attention to the ways we make meaning within specific cultural contexts and through particular cultural concepts;
CLO3 : apply cultural geographic concepts in order to better understand the productive and destructive power of the idea of conflict;
CLO4 : appraise the interconnectivity of, and the difference made by, different spatial scales of conflict, namely that of territory, borders and bodies.
CLO5 : critically analyse and synthesise different theoretical frameworks for understanding cultural life.

Course Learning Outcomes	Assessment Item
CLO1 : analyse how our different cultural definitions of conflict and practice influence the perceptions and definitions of the spaces where cultures meet	<ul style="list-style-type: none">• Dictionary Entry• Critical Engagement in Tutorials• Final Exam
CLO2 : critically evaluate our taken-for-granted, everyday worlds, paying particular attention to the ways we make meaning within specific cultural contexts and through particular cultural concepts;	<ul style="list-style-type: none">• Research Essay• Final Exam
CLO3 : apply cultural geographic concepts in order to better understand the productive and destructive power of the idea of conflict;	<ul style="list-style-type: none">• Dictionary Entry• Critical Engagement in Tutorials• Final Exam
CLO4 : appraise the interconnectivity of, and the difference made by, different spatial scales of conflict, namely that of territory, borders and bodies.	<ul style="list-style-type: none">• Research Essay• Critical Engagement in Tutorials• Final Exam
CLO5 : critically analyse and synthesise different theoretical frameworks for understanding cultural life.	<ul style="list-style-type: none">• Research Essay• Final Exam

Learning and Teaching Technologies

Moodle - Learning Management System

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Dictionary Entry	15%	Start Date: Not Applicable Due Date: 18/03/2024 11:59 PM Post Date: 22/03/2024 12:00 AM
Research Essay	35%	Start Date: Not Applicable Due Date: Week 10: 13 May - 17 May Post Date: 20/05/2024 10:00 AM
Critical Engagement in Tutorials	10%	Start Date: Not Applicable Due Date: Not Applicable
Final Exam	40%	Start Date: Not Applicable Due Date: Exam Week

Assessment Details

Dictionary Entry

Assessment Overview

Not specified

Course Learning Outcomes

- CLO1 : analyse how our different cultural definitions of conflict and practice influence the perceptions and definitions of the spaces where cultures meet
- CLO3 : apply cultural geographic concepts in order to better understand the productive and destructive power of the idea of conflict;

Detailed Assessment Description

Students are required to write a short entry in the style of the Dictionary in Human Geography of no more than 750 words. The entry is to be on the concept of territory. The entry should address the relation of the concept within the wider context of the Foucault's work and its application in human geography, and its importance for understanding societal conflicts today.

Students will be assessed in terms of their ability to demonstrate how a theoretical concept can be utilised to explain cultural geographical phenomenon. This assessment will principally assess the students' understanding of, and critical engagement with, the material in the first part of the course. It also assesses their ability to argue their response in a cogent and concise fashion.

Assessment Length

750 words

Assessment information

Use of Generative Artificial Intelligence (AI) - such as ChatGPT - in UNSW Assessments

PLANNING ASSISTANCE: As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., only occasional AI generated words or phrases may form part of your final submission. It is a good idea to keep copies of the initial prompts to show your lecturer if there is any uncertainty about the originality of your work.

If the outputs of generative AI such as ChatGPT form a part of your submission, it will be regarded as serious academic misconduct subject to the standard penalties, which may include 00FL, suspension and exclusion.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Research Essay

Course Learning Outcomes

- CLO2 : critically evaluate our taken-for-granted, everyday worlds, paying particular attention to the ways we make meaning within specific cultural contexts and through particular cultural concepts;
- CLO4 : appraise the interconnectivity of, and the difference made by, different spatial scales of conflict, namely that of territory, borders and bodies.
- CLO5 : critically analyse and synthesise different theoretical frameworks for understanding cultural life.

Detailed Assessment Description

The 2500-word essay will be assessed using the following criteria:

1. Engagement with the course and disciplinary literature
2. An original and informed argument
3. The thoughtfulness and substantiation given to the interpretation of the conceptual material and in presenting an appreciation of how culture frames lives as grieveable and/or liveable
4. Evidence of care in writing and presentation.

This assessment task is based upon the second section of the course that centres on the theme of borders.

Context:

Society is increasingly seen to be defined by borders, frames and binary definitions of normality. The recent work of Judith Butler and Giorgio Agamben both, in different ways, show how such frames become the means through which we apprehend or, indeed, fail to apprehend the lives of others as lost or injured (lose-able or injurable). The different representational devices that include and exclude lives are thus themselves operations of power. They do not unilaterally decide the conditions of appearance but their aim is nevertheless to delimit the sphere of appearance itself. Such cultural delimitations become very real spaces defining the conditions of life for the lives that live there.

In exploring these issues, the students will choose from either a focus upon Butler's idea of 'frames of war' or Agamben's notion of the 'state of exception'. The students will be assessed on their capacity to synthesise conceptual material with secondary critique in applying these ideas to contemporary examples. Students will be assessed on their capacity to justify the focus of their argument; namely, demonstrating their understanding of the conceptual material and how this understanding shapes the implications of the argument their essay makes. A cogent and clearly written argument is expected, as is highly quality written presentation and organisation of ideas.

Assessment Length

2,500 words

Assessment information

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PLANNING ASSISTANCE: As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., only occasional AI generated words or phrases may form part of your final submission. It is a good idea to keep copies of the initial prompts to show your lecturer if there is any uncertainty about the originality of your work.

If the outputs of generative AI such as ChatGPT form a part of your submission, it will be regarded as serious academic misconduct subject to the standard penalties, which may include

00FL, suspension and exclusion.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Critical Engagement in Tutorials

Course Learning Outcomes

- CLO1 : analyse how our different cultural definitions of conflict and practice influence the perceptions and definitions of the spaces where cultures meet
- CLO3 : apply cultural geographic concepts in order to better understand the productive and destructive power of the idea of conflict;
- CLO4 : appraise the interconnectivity of, and the difference made by, different spatial scales of conflict, namely that of territory, borders and bodies.

Detailed Assessment Description

Students are expected to have read and come prepared with one key point in response to one of the set tutorial questions to contribute to discussion. Students are expected to attend at all the tutorials and will be required to lead one of the weeks in tutorial discussion.

Assessment Length

NA

Assignment submission Turnitin type

This is not a Turnitin assignment

Final Exam

Course Learning Outcomes

- CLO1 : analyse how our different cultural definitions of conflict and practice influence the perceptions and definitions of the spaces where cultures meet
- CLO2 : critically evaluate our taken-for-granted, everyday worlds, paying particular attention to the ways we make meaning within specific cultural contexts and through particular cultural concepts;
- CLO3 : apply cultural geographic concepts in order to better understand the productive and destructive power of the idea of conflict;
- CLO4 : appraise the interconnectivity of, and the difference made by, different spatial scales of conflict, namely that of territory, borders and bodies.
- CLO5 : critically analyse and synthesise different theoretical frameworks for understanding cultural life.

Detailed Assessment Description

The Final Exam assesses students' capacity to critically evaluate and synthesize key ideas and debates in cultural geography.

Students will be assessed on their understanding of complex course material, evaluating the strength and weaknesses of differing perspectives used to make a more complex understanding of the role the concept of conflict plays in producing the world we live in. Students will be expected to demonstrate evidence of reflective thinking and a capacity to present a credible, cogent and scholarly argument.

Assessment Length

2 hours

Assessment information

Use of Generative Artificial Intelligence (AI) - such as ChatGPT - in UNSW Assessments

NO ASSISTANCE: It is prohibited to use any software or service to search for or generate information or answers. If its use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

General Assessment Information

In this course, students are required to reference following the APA 6 / Chicago NB referencing style. Information about referencing styles is available at: <https://guides.lib.unsw.adfa.edu.au/c.php?g=472948&p=3246720>

Grading Basis

Standard

Requirements to pass course

Students must obtain an overall mark of 50% to pass the course.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 26 February - 1 March	Lecture	Introduction
Week 2 : 4 March - 8 March	Lecture	Michel Foucault: Security, territory, and population
	Tutorial	Security, territory, and population
Week 3 : 11 March - 15 March	Other	No Lecture (Canberra Day) - Reading Week
Week 4 : 18 March - 22 March	Lecture	Michel Foucault: Normalization
	Tutorial	Normalization
Week 5 : 25 March - 29 March	Lecture	Judith Butler: Precarious lives
	Tutorial	Precarious lives
Week 6 : 1 April - 5 April	Other	No Lecture (Easter Monday)
Week 7 : 22 April - 26 April	Lecture	Judith Butler: Frames of war
	Tutorial	Frames of war
Week 8 : 29 April - 3 May	Screening	Caché (dir. Michael Haneke, 2005)
Week 9 : 6 May - 10 May	Lecture	Giorgio Agamben: State of exception
	Tutorial	State of exception
Week 10 : 13 May - 17 May	Lecture	Giorgio Agamben: Influences
	Tutorial	Influences
Week 11 : 20 May - 24 May	Lecture	Politics and ethics: Comparing Butler and Agamben
	Tutorial	Politics and ethics
Week 12 : 27 May - 31 May	Lecture	Gilles Deleuze: Introduction to desire
	Tutorial	Desire
Week 13 : 3 June - 7 June	Lecture	Gilles Deleuze: Desire, politics, and subjectivity
	Tutorial	Desire, politics, and subjectivity

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Resources

Prescribed Resources

There are no prescribed resources for Cultural Geography.

Recommended Resources

Readings for the tutorials will be provided at least one week in advance, linked through the course Moodle page. Students are encouraged to regularly check Moodle under the 'Resources' tab for useful supplementary materials.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	Tom Roberts					No	Yes
Lecturer	John-David Dewsbury					No	No

Other Useful Information

Academic Information

Course Evaluation and Development

One of the key priorities in the 2025 Strategy for UNSW is a drive for academic excellence in education. One of the ways of determining how well UNSW is progressing towards this goal is by listening to our own students. Students will be asked to complete the myExperience survey towards the end of each course.

Students can also provide feedback during the semester via: direct contact with the lecturer, the “On-going Student Feedback” link in Moodle, Student-Staff Liaison Committee meetings in schools, informal feedback conducted by staff, and focus groups (where applicable). Student opinions really do make a difference. Refer to the Moodle site for your course to see how the feedback from previous students has contributed to the course development.

Important note: Students are reminded that any feedback provided should be constructive and professional and that they are bound by the Student Code of Conduct.

<https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf>

Equitable Learning Services (ELS)

Students living with neurodivergent, physical and/or mental health conditions or caring for someone with these conditions may be eligible for support through the Equitable Learning Services team. Equitable Learning Services is a free and confidential service that provides practical support to ensure your mental or physical health conditions do not adversely affect your studies.

Our team of dedicated **Equitable Learning Facilitators** (ELFs) are here to assist you through this process. We offer a number of services to make your education at UNSW easier and more equitable.

Further information about ELS for currently enrolled students can be found at: <https://www.student.unsw.edu.au/equitable-learning>

Academic Honesty and Plagiarism

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to this principle of academic integrity. All students are expected to adhere to UNSW's Student Code of Conduct.

Find relevant information at: [Student Code of Conduct \(unsw.edu.au\)](https://student.unsw.edu.au/student-code-of-conduct)

Plagiarism undermines academic integrity and is not tolerated at UNSW. It is defined as using the words or ideas of others and passing them off as your own, and can take many forms, from deliberate cheating to accidental copying from a source without acknowledgement.

For more information, please refer to the following:

<https://student.unsw.edu.au/plagiarism>

Submission of Assessment Tasks

Special Consideration

Special Consideration is the process for assessing and addressing the impact on students of short-term events, that are beyond the control of the student, and that affect performance in a specific assessment task or tasks.

Applications for Special Consideration will be accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause;
- The circumstances are unexpected and beyond the student's control;
- The circumstances could not have reasonably been anticipated, avoided or guarded against by the student; and either:
 - (i) they occurred during a critical study period and was 3 consecutive days or more duration, or a total of 5 days within the critical study period; or

- (ii) they prevented the ability to complete, attend or submit an assessment task for a specific date (e.g. final exam, in class test/quiz, in class presentation)

Applications for Special Consideration must be made as soon as practicable after the problem occurs and at the latest within three working days of the assessment or the period covered by the supporting documentation.

By sitting or submitting the assessment task the student is declaring that they are fit to do so and cannot later apply for Special Consideration (UNSW 'fit to sit or submit' requirement).

Sitting, accessing or submitting an assessment task on the scheduled assessment date, after applying for special consideration, renders the special consideration application void.

Find more information about special consideration at: <https://www.student.unsw.edu.au/special/consideration/guide>

Or apply for special consideration through your [MyUNSW portal](#).

Late Submission of assessment tasks (other than examinations)

UNSW has a standard late submission penalty of:

- 5% per day,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

Electronic submission of assessment

Except where the nature of an assessment task precludes its electronic submission, all assessments must be submitted to an electronic repository, approved by UNSW or the Faculty, for archiving and subsequent marking and analysis.

Release of final mark

All marks obtained for assessment items during the session are provisional. The final mark as published by the university following the assessment review group meeting is the only official

mark.