



## UNSW Course Outline

# ZPEM1201 Geography 1A - 2024

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## General Course Information

Course Code : ZPEM1201

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

Geography 1A sets you on a journey to exercise your geographical imagination. The course progresses through key themes in geography, beginning with an overview of the history and scope of geographic thought. Geography 1A shows how a geographic perspective links people and life with the environment, which helps us to understand our world and to think critically about

what it might mean to improve it at a time of rapid ecological change.

## Course Aims

The course is designed to provide an introduction to contemporary debates and does not assume prior knowledge of geographical research. In Semester 2 the key themes and ideas introduced in this course are taken further in 'ZPEM1202 Geography 1B'.

## Course Learning Outcomes

Course Learning Outcomes
CLO1 : At the successful completion of this course, students will be able to recognise different theoretical frameworks of geographical knowledge-making and competing intellectual lineages within the discipline.
CLO2 : At the successful completion of this course, students will be able to analyse key themes in geography and critically reflect upon their significance for understanding the relationship between people and their environments.
CLO3 : At the successful completion of this course, students will be able to apply appropriate theoretical perspectives to geographical phenomena.
CLO4 : At the successful completion of this course, students will be able to identify environmental factors that influence life, including humans, on Earth.

Course Learning Outcomes	Assessment Item
CLO1 : At the successful completion of this course, students will be able to recognise different theoretical frameworks of geographical knowledge-making and competing intellectual lineages within the discipline.	<ul style="list-style-type: none"><li>• Quiz</li><li>• Final Exam</li></ul>
CLO2 : At the successful completion of this course, students will be able to analyse key themes in geography and critically reflect upon their significance for understanding the relationship between people and their environments.	<ul style="list-style-type: none"><li>• Ethnographic Essay</li><li>• Geomorphology Report</li><li>• Final Exam</li></ul>
CLO3 : At the successful completion of this course, students will be able to apply appropriate theoretical perspectives to geographical phenomena.	<ul style="list-style-type: none"><li>• Ethnographic Essay</li><li>• Geomorphology Report</li><li>• Final Exam</li></ul>
CLO4 : At the successful completion of this course, students will be able to identify environmental factors that influence life, including humans, on Earth.	<ul style="list-style-type: none"><li>• Geomorphology Report</li><li>• Final Exam</li></ul>

# **Learning and Teaching Technologies**

Moodle - Learning Management System

## **Learning and Teaching in this course**

Enrolment in this course or participation in any activity that is recorded constitutes consent to be recorded during tutorial and other teaching sessions. Recordings will only be used for the purposes of teaching this course. If you do not consent to be recorded, you must notify your course convenor immediately so other arrangements can be made.

Student-centred learning is a key component of the teaching philosophy for this unit. Students will be provided with the support that encourages a level of self-directed learning, appropriate to a first-year undergraduate course. It is understood that students come to the class with a widely diverse skill set but nonetheless with capacities and knowledge on which we can build. Students' active participation in all aspects of the course is encouraged, including collaborating with colleagues to create a supportive learning environment.

### **Developing Graduate Capabilities**

Successful completion of this course contributes to the acquisition of UNSW graduate capabilities. UNSW aspires to develop globally focused graduates who are rigorous scholars, capable of leadership and professional practice in an international community.

Geography 1A aims to foster and develop students' capacities for thinking and writing about the world. This, along with the skills to write a clear and scholarly argument supported by relevant disciplinary and inter-disciplinary sources, is consistent with the development of the following attributes expected of UNSW graduates:

To produce scholars:

- 1) able to understand their discipline in its interdisciplinary context;
- 2) capable of independent and collaborative enquiry;
- 3) rigorous in their analysis, critique and reflection;
- 4) able to apply their knowledge and skills to reframing and solving problems

## **Additional Course Information**

Geography is the study of both the physical and human worlds in which we live, and a discipline that variously rethinks the relationship between people and the environment. Perhaps more than

most academic subjects, Geography has a strong tradition of critically reflecting upon its own identity. In part, this is because geographical research tends to straddle both the sciences and the arts in its attempt to understand the world. This dual emphasis on the interrelations that link the social and cultural worlds of human beings to the atmospheric and geomorphological forces on Earth is, in many ways, what guarantees Geography's relevance today. Issues as diverse as climate change, digital media, sustainable development, urbanization, biodiversity, geopolitics, coastal erosion and the politics of identity raise important questions about how to think and write about the relationship between the natural and the human. This course will explore how Geography provides tools for thinking about such issues in innovative and exciting ways.

Structurally, the course is organised into two parts. In the first half of the course we will be focusing on three major themes in Human Geography, namely, Region, Nature, and Identity. In the second half we will be focusing on major themes in Physical Geography, structured around the four major spheres, the Geosphere, Atmosphere, Hydrosphere and Biosphere. Each of these themes provides a different framework for understanding the relationship between people and environment, introducing you to a range of disciplinary debates, key concepts and geographical research practices along the way.

Engaging with each of these themes, this module will give you a flavour of the kinds of problems that can be explored through geographical thinking. The module explores some of our most innate assumptions we hold about terms such as 'nature', 'environment', 'sustainability', and 'humanity'. In doing so, we will introduce some of the ways Geographers have sought to think differently about the relationship between the human and the planet on which they live.

The course is designed to introduce contemporary debates in Geography and does not assume prior knowledge of geographical research. In Semester 2 some of the key themes and ideas introduced in this course are further developed in 'ZPEM1202 Geography 1B'.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Quiz	5%	Start Date: Not Applicable Due Date: Week 4: 18 March - 22 March Post Date: 25/03/2024 10:00 AM
Ethnographic Essay	25%	Start Date: 26/02/2024 12:00 AM Due Date: 05/05/2024 11:59 PM Post Date: 20/05/2024 10:00 AM
Geomorphology Report	30%	Start Date: 26/02/2024 12:00 AM Due Date: 26/05/2024 11:59 PM Post Date: 03/06/2024 10:00 AM
Final Exam	40%	Start Date: Not Applicable Due Date: See exam timetable

## Assessment Details

### Quiz

#### Course Learning Outcomes

- CLO1 : At the successful completion of this course, students will be able to recognise different theoretical frameworks of geographical knowledge-making and competing intellectual lineages within the discipline.

#### Detailed Assessment Description

This quiz takes place in the Lab session in Week 4. The multiple choice questions will be drawn from the material taught in Week 2 (Imperialism and Geography) and Week 3 (Cartography) of the Geography 1A course. You will have 40 minutes in which to complete the quiz.

Use of Generative AI such as Chat-GPT

#### 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.

#### Assessment Length

n/a

### Assignment submission Turnitin type

Not Applicable

## Ethnographic Essay

### Course Learning Outcomes

- CLO2 : At the successful completion of this course, students will be able to analyse key themes in geography and critically reflect upon their significance for understanding the relationship between people and their environments.
- CLO3 : At the successful completion of this course, students will be able to apply appropriate theoretical perspectives to geographical phenomena.

### Detailed Assessment Description

You are required to write an essay of no more than 1250 words responding to the following:

Using at least one artwork example from the National Gallery of Australia, respond to the following question: How can art help geographers rethink the concept of 'nature', such that it produces "another conceptual map for understanding and valuing the world" (Cronon, 1996: 24)?

In your essay you will need to engage with the geographical literature, which will help enable you to formulate arguments to answer this question.

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 and subject to the standard penalties, which may include 00FL, suspension and exclusion.

### Assessment Length

1250 words

### Assignment submission Turnitin type

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

reports.

## Geomorphology Report

### Course Learning Outcomes

- CLO2 : At the successful completion of this course, students will be able to analyse key themes in geography and critically reflect upon their significance for understanding the relationship between people and their environments.
- CLO3 : At the successful completion of this course, students will be able to apply appropriate theoretical perspectives to geographical phenomena.
- CLO4 : At the successful completion of this course, students will be able to identify environmental factors that influence life, including humans, on Earth.

### Detailed Assessment Description

Australia spans some 40 degrees of latitude and extends about 40 degrees of longitude. This encompasses a mosaic of physical environments and human land uses. These include mountain ranges, riverine plains, sandy deserts, tropics, temperate forests, agricultural lands, national parks, wilderness, and major urban centres.

In this exercise you will explore physical geography of Australia and the ways in which humans have shaped the landscape and adapted to its constraints and possibilities. You will gather material from range of sources from which you will prepare a report that considers three particular bioregions of Australia. A marking rubric is provided that explains expectations for the assessment.

#### **Your task:**

At a continental scale, draw a transect line across Australia (e.g., from east-to-west or north-to-south) that best illustrates the diversity of environments found in Australia. Along this transect line choose three regions for a focussed analysis. These three regions are to be taken from the Interim Biogeographic Regionalisation of Australia or 'IBRA' scheme (described in Box 1 below) and they should each contrast strongly with one another. Note that you are to select three of the IBRA regions portrayed in Box 1 and not the finer-scale IBRA sub-regions that are also available via government mapping.

Then write a 2000 word report which answers the following:

***How does the physical geography of your chosen bioregions across Australia contrast and how have humans interacted with these regions over time.***

In your answer you may should discuss several of the following aspects of physical geography:

Geology, landforms types, dominant weathering and erosion processes (geomorphology), terrain and range of elevation (relief), soils, prevailing climate (temperature, rainfall, their averages, variability, extremes and changes over time), land cover/ land use, ecology, and endangered flora and fauna, fire history/ regimes, rivers and catchments, lakes and groundwater (hydrology).

Examples of human forces interactions you may wish to discuss include:

Indigenous heritage, land use, hunting practices etc., post-European arrival land uses (e.g., cropping, mining, settlements (urban and rural), population numbers and demographics of key settlements and nature conservation activities such as National Parks, their practices/ policies, walking trails, tourism etc.

## **Report Structure**

A suitable structure for the report would include the following:

1. A general introduction about the diversity of Australia's physical geography and how you will illustrate/argue this through a case study of three bioregions.
2. The main body of the report should document the physical geography and human forces/ interactions for your chosen bioregions and draw out high-level comparisons between them.
3. A conclusion paragraph will sum up the major points of the overall report.

**You are expected to acknowledge all sources of information and to reference all material correctly using the Harvard referencing scheme (<https://guides.lib.unsw.adfa.edu.au/citations>).**

**The source of any photos or figures should be acknowledged with a URL at minimum.**

Your report should be **2000 words in length** (with a 10% word count leeway either side) and include figures (images, graphs, tables etc.) that support the text. References, Table and Figure captions do not contribute to the word count.

Your project is due to be submitted via Turnitin on Moodle by 1159 on Sunday the 26<sup>th</sup> May 2024 (end of Week 11). Refer to the course outline for the policy on late work.

**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 and subject to the standard penalties, which may include 00FL, suspension and exclusion.

#### **Assessment Length**

2000 words

#### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### **Final Exam**

#### **Course Learning Outcomes**

- CLO1 : At the successful completion of this course, students will be able to recognise different theoretical frameworks of geographical knowledge-making and competing intellectual lineages within the discipline.
- CLO2 : At the successful completion of this course, students will be able to analyse key themes in geography and critically reflect upon their significance for understanding the relationship between people and their environments.
- CLO3 : At the successful completion of this course, students will be able to apply appropriate theoretical perspectives to geographical phenomena.
- CLO4 : At the successful completion of this course, students will be able to identify environmental factors that influence life, including humans, on Earth.

#### **Detailed Assessment Description**

The final exam will take place during the exam period. Further details will be communicated in due course.

#### **Use of Generative AI such as Chat-GPT**

#### **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.

# General Assessment Information

## Referencing

In this course, students are required to reference using in-text citations and a reference list, also known as the Harvard system. Students may choose to construct their references manually, in which case they should follow the procedures described at the Support for Referencing Assignments site. Students may also choose to use the Refworks or Endnote bibliographic software (available for download from the Academy Library), in which case they should select 'Harvard' as their output style. It is your responsibility to ensure that all bibliographic information is entered correctly into your database, and that the output is as required. We will discuss in class where and when specific page numbers should be included in your references.

## Grading Basis

Standard

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 26 February - 1 March	Lecture	
	Lecture	
Week 2 : 4 March - 8 March	Lecture	
	Lecture	
	Laboratory	
Week 3 : 11 March - 15 March	Lecture	
	Laboratory	
Week 4 : 18 March - 22 March	Lecture	
	Lecture	
	Assessment	QUIZ (5%)
	Laboratory	Lab to take place after the quiz.
Week 5 : 25 March - 29 March	Lecture	
	Fieldwork	NGA trip for Tuesday lab group.
Week 6 : 1 April - 5 April	Lecture	
	Fieldwork	NGA trip for Friday lab group.
Week 7 : 22 April - 26 April	Lecture	
	Lecture	
	Laboratory	
Week 8 : 29 April - 3 May	Lecture	
	Lecture	
	Fieldwork	Fossil Lab
Week 9 : 6 May - 10 May	Lecture	
	Laboratory	
	Fieldwork	Saturday 11th May Geography 1A Field School
Week 10 : 13 May - 17 May	Lecture	
	Lecture	
	Laboratory	
Week 11 : 20 May - 24 May	Lecture	
	Lecture	
	Laboratory	
Week 12 : 27 May - 31 May	Lecture	
	Lecture	
Week 13 : 3 June - 7 June	Lecture	
	Lecture	
	Laboratory	

## Attendance Requirements

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

## Course Resources

## Course Evaluation and Development

One of the key priorities 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 this 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. Student opinions really do make a difference. Refer to the Moodle site for this 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 Policy

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

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Thomas Oliver		UNSW Canberra, Building 22, Room 309	02 5114 5038	By appointment within normal business hours.	No	Yes
Lecturer	Tom Roberts					No	No
	Andrew La pworth					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/)

Plagiarism undermines academic integrity and is not tolerated at UNSW. It's 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.