UNSW Course Outline

ZPEM2207 Social Geography - 2024

Published on the 11 Feb 2024

General Course Information

Course Code : ZPEM2207
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

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

This course examines the way people shape spaces and, in turn, the way spaces shape people.

The use of space to legitimate some behaviours, whilst censuring others, has been recognised

by both benevolent and despotic powers. The organisation of the city, for example, has been an important theme since antiquity. Plato, one of the West's most famous and influential philosophers, spent a good deal of thought on what constitutes the ideal city, who would be its legitimate and illegitimate inhabitants and who would govern it.

In modern times the goal of influencing behaviour through city planning is clearly evident. Modernists such as Baron von Hausmann and Le Corbusier and, closer to home, Walter Burley Griffin, recognised the role that space played in shaping the behaviour of individuals and in shaping the direction of society. Yet although space can be planned to some degree to direct people to act, speak and even think in certain ways, there are of course many other facets of human action that thwart the best laid plans. The unpredictability of human action ensures a constantly changing landscape, which can only be explained by understanding the interplay between people and space.

The material examined is topical in nature and includes Australian and international examples, with a focus on urban environments. This course is designed to open your eyes to different interpretations of places, events and behaviours.

The aim of the course, using real-world, student-driven case studies, is for you to have a deep appreciation of the relationship between environments and the behaviours and opportunities of people living in these environments. On the Field School to the Illawarra in particular, we will focus on the ways in which people's subjectivity is influenced by the environments in which they live and work.

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 environments and the behaviours and opportunities of people living in these environments. On the Field School to the Illawarra in particular, we will focus on the ways in which people's subjectivity is influenced by the environments in which they live and work.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : At the successful completion of this course, you will be able to critically analyse major theoretical approaches used in social geography.
CLO2 : At the successful completion of this course, you will be able to evaluate diverse framings of social problems and their impact on the urban landscape and its residents
CLO3 : At the successful completion of this course, you will be able to apply social geographic concepts in order to explain the relationship between diverse people and their diverse environments
CLO4 : At the successful completion of this course, you will be able to synthesise field observations and the scholarly geographical and social scientific literature.

Course Learning Outcomes	Assessment Item
CLO1 : At the successful completion of this course, you will be able to critically analyse major theoretical approaches used in social geography.	• 1. Self-commentary • Pecha Kucha Presentation • Final Exam
CLO2 : At the successful completion of this course, you will be able to evaluate diverse framings of social problems and their impact on the urban landscape and its residents	• Fieldschool Essay • Pecha Kucha Presentation • Final Exam
CLO3 : At the successful completion of this course, you will be able to apply social geographic concepts in order to explain the relationship between diverse people and their diverse environments	• 1. Self-commentary • Fieldschool Essay • Pecha Kucha Presentation • Final Exam
CLO4 : At the successful completion of this course, you will be able to synthesise field observations and the scholarly geographical and social scientific literature.	• Fieldschool Essay • Final Exam

Learning and Teaching Technologies

Moodle - Learning Management System

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
1. Self-commentary	15%	Start Date: Not Applicable Due Date: 17/03/2024 11:59 PM Post Date: 22/03/2024 05:30 PM
Fieldschool Essay	35%	Start Date: Not Applicable Due Date: 05/05/2024 11:59 PM Post Date: 17/05/2024 05:30 PM
Pecha Kucha Presentation	15%	Start Date: Not Applicable Due Date: Week 12: 27 May - 31 May, Week 13: 03 June - 07 June Post Date: 07/06/2024 05:30 PM
Final Exam	35%	Start Date: Not Applicable Due Date: Exam Period

Assessment Details

1. Self-commentary

Assessment Overview

According to some theorists, the primary product of contemporary capitalism is not things, but subjectivities. This assessment task requires you to draw from the material at the start of the course to reflect on your own constitution as an economic subject. What are some of the ways in which your desires, your motivations and your habits are constituted by forces outside you, particularly economic ones? This task requires you to **write a 500 word commentary** on a practice of your economic activity (production and/or consumption) that, in a meaningful way, constitutes who you are. This commentary should make reference to the literature in the course and should also focus on where these practices occur, to show how we are geographically constituted subjects.

Course Learning Outcomes

- CLO1 : At the successful completion of this course, you will be able to critically analyse major theoretical approaches used in social geography.
- CLO3 : At the successful completion of this course, you will be able to apply social geographic concepts in order to explain the relationship between diverse people and their diverse environments

Assessment Length

500 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.

Fieldschool Essay

Assessment Overview

This assessment task involves answering in essay form (2000 words) the following question:

In what ways does the social geography of Wollongong influence the simultaneous creation of economic subjectivities and desirable (and sometimes undesirable) places? Using evidence from your own Field School research, in combination with evidence from the literature, discuss how the economic subjectivities and sellable places are mutually constituted.

Context:

Continuing with the theme that late capitalism produces subjectivities as much as things, this essay requires you to examine some of the changing sites of economic production in the Illawarra. The decline of the manufacturing industry in the Illawarra is well-documented as is its attempts to re-invent its economy along post-industrial lines. The increasing importance of the service sector, including tourism and the knowledge and 'innovation' economies increasingly dominate the economic landscape. What has this meant for the residents of the Illawarra and for the creation of various places and spaces?

In exploring these issues in their own project, students will be assessed on their capacity to synthesise field observations and scholarly research. Empirical observations on the Field School need to be informed by academic sources. With this in mind, reports should include a minimum of five references from refereed journal articles (not including web pages). A cogent and clearly written argument is expected, as is highly quality written presentation and organisation of ideas.

Course Learning Outcomes

- CLO2 : At the successful completion of this course, you will be able to evaluate diverse framings of social problems and their impact on the urban landscape and its residents
- CLO3 : At the successful completion of this course, you will be able to apply social geographic concepts in order to explain the relationship between diverse people and their diverse environments
- CLO4 : At the successful completion of this course, you will be able to synthesise field observations and the scholarly geographical and social scientific literature.

Assessment Length

2,000 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.

Pecha Kucha Presentation

Assessment Overview

This task involves an oral presentation and Powerpoint slide show. The presentation will consist

of 20 slides, with each slide lasting exactly 20 seconds (the automatic timings are easily set up in Powerpoint). In such a short presentation – it lasts exactly 6 minutes, 40 seconds – you will need to be concise, without sacrificing depth of thought. The presentation will thus need to be meticulously prepared and rehearsed.

The Pecha Kucha assesses your engagement with, and understanding of, the themes throughout the course, but especially in the lectures after the mid-semester break. In this section of the course, you have paid particular attention to the question of the formation of problems, since the way in which Social Geography intervenes in social reality will vary, according to the way it formulates its problems.

For this task, you are asked to choose one of the themes from the following list and to discuss how the theoretical approaches that you have encountered throughout the course enable you to problematise these issues productively:

- Power
- Surveillance
- Mobility
- Desire
- Consumption
- Urbanism

Whatever theme you choose, your task is to consider (i) what are the common sense ways in which this theme might first appear as a problem? (ii) how does a more nuanced account open the problem up to new, perhaps more productive, ways of thinking and acting?

Course Learning Outcomes

- CLO1 : At the successful completion of this course, you will be able to critically analyse major theoretical approaches used in social geography.
- CLO2 : At the successful completion of this course, you will be able to evaluate diverse framings of social problems and their impact on the urban landscape and its residents
- CLO3 : At the successful completion of this course, you will be able to apply social geographic concepts in order to explain the relationship between diverse people and their diverse environments

Assessment Length

20 slides (20 seconds per slide)

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 is not a Turnitin assignment

Final Exam

Assessment Overview

Not specified

Course Learning Outcomes

- CLO1 : At the successful completion of this course, you will be able to critically analyse major theoretical approaches used in social geography.
- CLO2 : At the successful completion of this course, you will be able to evaluate diverse framings of social problems and their impact on the urban landscape and its residents
- CLO3 : At the successful completion of this course, you will be able to apply social geographic concepts in order to explain the relationship between diverse people and their diverse environments
- CLO4 : At the successful completion of this course, you will be able to synthesise field observations and the scholarly geographical and social scientific literature.

Detailed Assessment Description

The Final Exam assesses students' capacity to critically evaluate and synthesize key ideas and debates in social geography, illustrating their applicability to real world examples. To this end, essays are required in which students present a cogent argument.

Students will be assessed on their understanding of complex course material, evaluating the strength and weaknesses of differing perspectives to understand the social world. Students will be expected to demonstrate evidence of reflective thinking and a capacity to present a credible, cogent and scholarly argument.

<u>Assessment Length</u>

2 hours

<u>Assessment information</u>

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 deteced, it will be regarded as serious academic misconduct and subject to the standard penalities, which may include 00FL, suspension and exclusion.

<u>Assignment submission Turnitin type</u>

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

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 (view UNSW student guide to Harvard Referencing). Students may choose to construct their references manually, in which case they should follow the procedures described on the UNSW Learning Centre Site and the documents linked to that 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.

Academic Integrity and Plagiarism

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.

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	Welcome to Social Geography: A course overview
	Lecture	What is Social Geography? Strategies and Tactics
Week 2 : 4 March - 8 March	Lecture	The Changing Geographies of Production
	Lecture	Production: From Commodities to Subjectivity
	Tutorial	From the 'work ethic' to the aesthetics of consumption
Week 3 : 11 March - 15 March	Lecture	Spaces, Signs, and Social Life
	Tutorial	The production of subjectivity
Week 4 : 18 March - 22 March	Lecture	New Urbanism
	Lecture	'Architecting' subjectivity
	Tutorial	'Architecting' space
Week 5 : 25 March - 29 March	Lecture	Affective Atmospheres
	Tutorial	Affective atmospheres and technologies of living
Week 6 : 1 April - 5 April	Lecture	Social Geography Fieldschool Lecture
	Tutorial	Preparing for the fieldschool
Week 7 : 22 April - 26 April	Lecture	Technologies of Living
	Lecture	Anti-Social Geographies
Week 8 : 29 April - 3 May	Lecture	Abuses of Urban Space - 'Situationism'
	Tutorial	Habits and urban movement
Week 9 : 6 May - 10 May	Lecture	Occupying Space
	Lecture	Exclusion and Public Space
Week 10 : 13 May - 17 May	Lecture	Quotidian Cartographies
	Lecture	Urban Imaginaries
	Tutorial	The art of war
Week 11 : 20 May - 24 May	Lecture	Rhythmanalysis
	Lecture	Time and Temporality
	Tutorial	People-as-infrastructure
Week 12 : 27 May - 31 May	Assessment	Pecha Kucha Presentations
	Assessment	Pecha Kucha Presentations
Week 13 : 3 June - 7 June	Assessment	Pecha Kucha Presentations
	Lecture	Course Conclusion
	Tutorial	Preparing for the exam

Attendance Requirements

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

Course Resources

Prescribed Resources

There are no prescribed textbooks for Social Geography.

Recommended Resources

Readings for each of the course tutorials will be provided at least one week in advance and will be accessible via the course Moodle page. Students are strongly encouraged to periodically check the course Moodle page for any additional resources that have been uploaded by the course convenor during the semester.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	Andrew Lapworth					No	Yes

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 Equitible 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 Plagarism

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)

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.