USC

COURSE OUTLINE

ENP236 **Regional Transformation: political and economic geographies**

Course Coordinator: Jennifer Carter (jcarter@usc.edu.au) **School:** School of Law and Society

2021 | Semester 2

USC Sunshine Coast
USC Moreton Bay

ON CAMPUS Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course explores how societies and their environments have shaped remote, rural, periurban, urban and sea-change and tree-change regions over time. You will investigate the spatial patterns and processes of places and how they transform, and the key concepts that affect the mosaic of regions that make up our worlds from local to global scales. You will compare patterns and processes within and between regions, and discover interconnections between locales. Finally, you will discuss and critique key strategies for encouraging the sustainability of regions.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – On campus tutorial - 2 hours	2hrs	Week 1	10 times
Fieldwork – Fieldtrip	8hrs	Week 9	Once Only
Lecture – Lecture	1hr	Week 1	8 times

1.3. Course Topics

Processes of regional transformationg

Characterising and classifying regions

World regions

Social geographies of regions

Economic geographies of regions

Environmental geographies of regions

Planning sustainable regional places

2. What level is this course?

> 200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

> 12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING Australian Learning & Teaching Council
1 Explain the theoretical concepts underpinning regional places including rural, urban and peri-urban places and apply them to contemporary contexts	Knowledgeable	2 - Knowing: Demonstrate an understanding of Geography as an academic discipline, including awareness of its concepts, history and principal subfields, whilst acknowledging the contested, provisional and situated nature of geographical understanding.
2 Assess how social, economic and economic geographies interconnect within regional places	Sustainability-focussed	2 - Knowing: Demonstrate an understanding of Geography as an academic discipline, including awareness of its concepts, history and principal subfields, whilst acknowledging the contested, provisional and situated nature of geographical understanding. 5 - Investigating and problem solving: Resolve geographical questions by ethical means, applying evidence-based knowledge and appropriate research techniques, including those associated with field work. 7 - Self-directing and collaborating: Contribute effectively as a member or leader of diverse teams working in geographical or multidisciplinary contexts
3 Appraise the change processes at local, regional, national and global scales that affect regional development.	Knowledgeable Engaged	3 - Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments. 8 - Self-directing and collaborating: Reflect on and direct their intellectual and professional development as geographers.
4 Propose potential future directions for regional sustainability and future change.	Creative and critical thinker Empowered Ethical Sustainability-focussed	5 - Investigating and problem solving: Resolve geographical questions by ethical means, applying evidence-based knowledge and appropriate research techniques, including those associated with field work. 6 - Communicating: Communicate geographical perspectives and knowledge effectively to specialist and non-specialist audiences using appropriately selected written, oral and visual means.

5. Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

> Not applicable

5.2. Co-requisites

> Not applicable

5.3. Anti-requisites

> Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

> Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

> Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.   Task 2 has formative feedback by submitting the first four tutorial responses by week 5 and then the final four responses by week 9.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Group	10%	approx 10 mins	Throughout teaching period (refer to Format)	Online Assignment Submission with plagiarism check
All	2	Journal	Individual	40%	2,000 words	Refer to Format	Online Assignment Submission
All	3	Report	Individual	50%	up to 2,500 words	Week 13	Online Assignment Submission

All - Assessment Task 1: Group presentation

GOAL:	To design and deliver an effective presentation demonstrating key concepts or points from the tutorial readings for one week.
PRODUCT:	Activity Participation
FORMAT:	You will design an activity in your student groups and present the activity in one tutorial week. These activities may be in the form of a discussion board, quizzes, and video snippets, role plays, PowerPoint presentation or other effective way to demonstrate how you apply the weekly lecture material to a weekly reading. Your presentation will be expected to show basic concepts or theories from the relevant online lectures for the course and the tutorial reading/s.

CRITERIA:	No.		Learning Outcome assessed
	1	Identification of key issues related to the designated question from chosen reading for each week	①
	2	Synthesis of key concepts used in the course and how they relate to the / the question	② ③

All - Assessment Task 2: Tutorial Portfolio

GOAL:	To explore regions, change and sustainability and effectively summarise key learning.
PRODUCT:	Journal
FORMAT:	You will answer questions or participate in activities that will be provided each week by student groups during the workshop. These may be in the form of written comments on a discussion board, quizzes, and responses to video snippets or a summary of the readings.
	You will be expected to demonstrate your understanding of the basic concepts from the eight relevant online lecture and workshop discussion each week and provide an overall reflection on the tasks each week.
	You will be required to hand in the first four responses in week 5 for early feedback and the remaining four responses in week 10.

CRITERIA:	No.		Learning Outcome assessed
	1	Articulation of key issues related to the designated question from chosen reading for each week	①
	2	Demonstrated quality of critical and evidence-based thinking in answers	②
	3	Quality of written communication skills e.g. clear expression, correct grammar	② ③ ④

All - Assessment Task 3: Major Report

GOAL:	To apply your knowledge of regions, change and sustainability to a particular place
PRODUCT:	Report
FORMAT:	The report topics will be on Blackboard in Week 1. You should use lecture and tutorial readings, but also conduct your own library research to explain transformation of a region of your choosing. You should define your region based on accepted geographic criteria. Your report should discuss the regional geography – spatial, social, environmental and economic data, patterns, processes and drivers of change in the region (population growth/decline, mobility, land use conflicts, resource use, economic development, environmental decline etc.). Your report should cover relevant theories and concepts covered throughout the course to explain the observed patterns and processes and their implications for regional change and sustainability.
	Your region must not be restricted to a capital city or its urban periphery however can include the capital city and its rural hinterland.
	You will be assisted with the major report during tutorials.

CRITERIA:	No.		Learning Outcome assessed
	1	Degree to which the work covers inter-related components of regions, change and sustainability	②
	2	Extent and relevance of research	③
	3	Understanding, analysis and synthesis of concepts and ideas	③
	4	Provision of feasible recommendations for future sustainability in your chosen topic.	④
	5	Report structure and presentation	② ③ ④

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%
The course is graded using the Standard Grading scale
You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:
- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the Learning Advisers web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to Student Hub, email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, AccessAbility Services can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to Student Hub, email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.8. General Enquiries

In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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Email: studentcentral@usc.edu.au