GEOS 3511
Understanding Australia’s Regions

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Associate lecturer: Deanne Hickey
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Session: Semester 1. Classes: 2 lec, 1 hr prac/wk, independent research. Prerequisites: 24 credit points of Intermediate Units of study including 6 credit points of Intermediate Geography units of study.

Aims

Regional difference in Australia is becoming more acute. This has major implications for the life chances and economic prospects of people across Australia. Thus unit of study examines these issues, using extensive case study material and introducing students to new approaches in regional development theory to account for and explain this state of affairs. This unit provides students with a solid grounding for graduate employment or further studies in the field of regional development.
Assessment structure and overview

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>GIS assignment</td>
<td>20%</td>
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<tr>
<td>Tutorial assignment</td>
<td>20%</td>
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<tr>
<td>Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion board contributions</td>
<td>5%</td>
</tr>
<tr>
<td>In-class test 1</td>
<td>20%</td>
</tr>
<tr>
<td>In-class test 2</td>
<td>15%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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GIS assignment (20%). Details will be made available during the first class, in week two.

Tutorial participation and assignment (20%) There are five tutorial classes, starting on the week of 28 April. Each week we will examine a chapter from the *Challenges and Directions for Australia’s Urban and Regional Future* report, developed by the Australia Futures Task Force and published in November 2007. The report is available as a pdf for downloading at: [http://www.siss.edu.au/](http://www.siss.edu.au/) and also can be downloaded from the GEOS 3511 WebCT homepage. You are required to read the relevant chapter of the report before coming to class. The tutorial assignment (due Friday 30 May at 5.00pm) is as follows:

Write a 1,500 paper which sets out a research proposal to further investigate one issue that is raised in one of the chapters of the Australia Futures Task Force (AFTF) report. Your paper should take the following form:

1. **Title**
2. **Background** (approx 750 words). This section should assess the questions of why the topic you have chosen is important, and why it requires further research. The way to think about this is to make the case that the AFTF report takes the issue only so far, and that you are intending to take it further. I would expect that you will demonstrate background research capabilities in this part of the paper, involving the citation of at least five other sources.
3. **Method** (approx 750 words). This section involves you setting out, very clearly, how you will go about researching your topic. Your research proposal should involve the collection or analysis of new material, which can take the form of manipulations to Census (or other statistical) data, the use of questionnaires or interviews, or the use of fieldwork (say, in the form of collecting/measuring environmental data). You should assume that you would have less than a year to undertake the study – you need to be realistic in terms of what can be achieved. If you are proposing to quantitative questionnaires, for example, your sample size should be in the hundreds (not the thousands!). If you are planning on interviewing respondents (face-to-face), you should assume that an appropriate sample size will be in the dozens (not the hundreds!). If you intend to use such social science methods, give thought to how you will select your sample (representative or unrepresentative?). We would not require you to develop a questionnaire, but give thought to the kind of questions you intend to ask.
4. **Bibliography**

Your final mark out of 20% will comprise a combination of your written report and your participation in tutorial classes.
**Discussion board contributions (5%).** Throughout the semester there is a Discussion Board on WebCT where you can post messages. This is a good area in which the class can discuss and debate issues brought up in lectures, and thus strengthen collective learning experiences. Note that if you do not contribute anything to the WebCT discussion board through the semester, you will receive zero marks for this component of the unit. Additionally, because the unit coordinator did not grow up in the world of text messaging, standard English is required. Text abbreviations (e.g., “RU” instead of “are you”) are not acceptable. Also, the personal pronoun is “I” not “i”. Keep these points in mind. The unit coordinator reserves the right to execute his prejudices with brutal efficiency on the correct use of the English language.

<table>
<thead>
<tr>
<th>Guidelines for marking:</th>
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<tbody>
<tr>
<td>o A student who does not post a message during the semester would get 0%.</td>
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<tr>
<td>o A student who posted a relevant message every couple of weeks would get around 50%.</td>
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<tr>
<td>o A student who posted at least one message per week; a number of which were thought-provoking and inspired on-going strings, would get between 65-85%.</td>
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<tr>
<td>o One or more of the most engaged students on the discussion board may get up to 100%.</td>
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**In-class tests 1 & 2 (20% and 15% respectively).** In lieu of an end-of-semester exam, there will be two in-class tests through the semester. They will be held in the normal lecture slot in the same lecture room. Each will be 50 minutes in duration and will involve short-answer questions. Further details will be provided in class.

**Essay (20%). Due Friday 16 May 5.00pm. Approx 2,000 words.**

Select one of the following topics:

1. Assess the concept of social capital as a contributor to regional development in rural Australia. How do some of the key recent Australian studies of social capital apply the concept?

2. Using Rainnie (2005) and other sources, what are the main criticisms of Florida’s thesis about the role of creativity as a driver of regional development?

3. Do you agree with the SAFF that Australians as a whole should support the nation’s farmers? What are the implications from such an approach?

Relevant references are provided in the lists at the end of this outline.

**Lecture and practical class times**

**Lectures** -
- Monday 1pm-2pm
- Tuesday 1pm-2pm

**Prac classes** - (Weeks 2-6 in Madsen Computer Room 302; Weeks 8-12 in Madsen 331)
- Wednesday 1pm-2pm
- Wednesday 5pm-6pm
<table>
<thead>
<tr>
<th>Theme 1: Australia as a Nation of Regions</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Practicals/ Assessments due</strong></td>
</tr>
<tr>
<td>Monday 3/3</td>
<td>Introduction: Regions in Australia: what are they? (BP)</td>
</tr>
<tr>
<td>Tuesday 4/3</td>
<td>‘State versus state’: an overview of Australia (BP)</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>GIS class 1: Introduction (DH)</strong></td>
</tr>
<tr>
<td>Monday 10/3</td>
<td>Scales, institutions, new states and regional governance (1) (BP)</td>
</tr>
<tr>
<td>Tuesday 11/3</td>
<td>Scales, institutions, new states and regional governance (2) (BP)</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>GIS class 2: Introduction to ARC-GIS (DH)</strong></td>
</tr>
<tr>
<td>Monday 17/3</td>
<td>From Working Nation to the Regional Partnerships Program (BP)</td>
</tr>
<tr>
<td>Tuesday 18/3</td>
<td>Environment and regional development? (DH)</td>
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<tr>
<th>Theme 2: Measuring Regional Performance</th>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>GIS class 3: GIS pracs continued (DH)</strong></td>
</tr>
<tr>
<td>Monday 31/3</td>
<td>Triple bottom lines (BP)</td>
</tr>
<tr>
<td>Tuesday 1/4</td>
<td>Social capital: progressive or reactionary politics? (BP)</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>GIS class 4: GIS pracs continued (DH)</strong></td>
</tr>
<tr>
<td>Monday 7/4</td>
<td>Bohemia, creativity and place (BP)</td>
</tr>
<tr>
<td>Tuesday 8/4</td>
<td>Environment accounting (DH)</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>GIS class 5: GIS presentations (DH)</strong></td>
</tr>
<tr>
<td>Monday 14/4</td>
<td>Environmental accounting (DH)</td>
</tr>
<tr>
<td>Tuesday 15/4</td>
<td>(DH)</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td><strong>No tutorial this week!</strong></td>
</tr>
<tr>
<td>Monday 21/4</td>
<td>(DH)</td>
</tr>
<tr>
<td>Tuesday 22/4</td>
<td>(DH)</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Tut 1: The Changing Demographic Balance (BP)</td>
</tr>
<tr>
<td>Monday 28/4</td>
<td>In-class test 1</td>
</tr>
<tr>
<td>Tuesday 29/4</td>
<td>The structural condition of farming (BP)</td>
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<tr>
<th>Theme 3: The Condition of the Bush</th>
<th>Tut 2: Engaging with Work (BP)</th>
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<tbody>
<tr>
<td><strong>Week 9</strong></td>
<td>Tut 3: Infrastructure Deficiencies (BP)</td>
</tr>
<tr>
<td>Monday 5/5</td>
<td>How is agriculture embedded within rural spaces? (BP)</td>
</tr>
<tr>
<td>Tuesday 6/5</td>
<td>The post-productivist countryside (BP)</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>Tut 4: Environmental and Resource Management (DH)</td>
</tr>
<tr>
<td>Monday 12/5</td>
<td>‘Insight’: farming and drought (BP)</td>
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<tr>
<td>Tuesday 13/5</td>
<td>(DH) farming and environment</td>
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<tr>
<th>Theme 4: Indigenous Australia and the Regions</th>
<th>Tut 5: Institutional Dysfunction and Reform (BP)</th>
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<tr>
<td><strong>Week 11</strong></td>
<td>No tutorial class this week</td>
</tr>
<tr>
<td>Monday 19/5</td>
<td>The black armband versus the three cheers view of history (BP)</td>
</tr>
<tr>
<td>Tuesday 20/5</td>
<td>Land Rights in the Northern Territory (BP)</td>
</tr>
<tr>
<td><strong>Week 12</strong></td>
<td>Tut 4: Environmental and Resource Management (DH)</td>
</tr>
<tr>
<td>Monday 26/5</td>
<td>Native title 1 (BP)</td>
</tr>
<tr>
<td>Tuesday 27/5</td>
<td>Native title 2 (BP)</td>
</tr>
<tr>
<td><strong>Week 13</strong></td>
<td>Tut 5: Institutional Dysfunction and Reform (BP)</td>
</tr>
<tr>
<td>Monday 2/6</td>
<td>Indigenous Land Use Agreements and development (BP)</td>
</tr>
<tr>
<td>Tuesday 3/6</td>
<td>In-class test 2</td>
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Readings to supplement lectures

THEME 1: AUSTRALIA AS A NATION OF REGIONS


For clusters, institutions and new regionalism, see:


For neo-liberalism, see:


**THEME 2: MEASURING REGIONAL PERFORMANCE**

For an overview of issues, see:


For the triple bottom line, see:


For creativity and ‘bohemia’, see:


Florida, Richard website: [www.creativeclass.org](http://www.creativeclass.org)


For social capital, see:


THEME 3: THE CONDITION OF THE BUSH

For an overview of issues, see:
Cocklin, C. and Dibdin, J. (eds) Sustainability and Change in Rural Australia, University of New South Wales Press, Kensington.

For debates on services sector rationalization in rural towns, see:
Stayner, R. (2005), The economics of rural communities, In: Cocklin, C. and Dibdin, J. (eds) Sustainability and Change in Rural Australia, University of New South Wales Press, Kensington, pp. 104-120

For critiques of the economics of agriculture, see:


Tonts, M., Halpin, D., Collins, J. and Black, A. (2003), Rural Communities and Changing Farm Business Structures: An Assessment of the Socio-Economic Impacts, Rural Industries Research and Development Corporation, Canberra.

For Post-productivism and multifunctionality, see:
Holmes, J. (2005) Impulses towards a multifunctional transition in rural Australia: Gaps in the research agenda.

THEME 4: INDIGENOUS AUSTRALIA AND THE REGIONS

MABO AND OTHERS v. QUEENSLAND (No. 2) (1992) 175 CLR 1 F.C. 92/014


