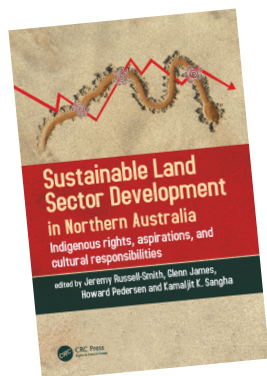


Book Reviews



Reviews Editor: Geoffrey Paterson



Sustainable land sector development in Northern Australia: indigenous rights, aspirations, and cultural responsibilities.

By Jeremy Russell-Smith, Glenn James, Howard Pedersen, & Kamaljit K Sangha. Boca Raton, FL: CRC Press, 2019,

226 pages, hardback,
ISBN 9781138600201
<http://www.crcpress.com>

This volume consolidates reports from a number of research projects across North Australia, which were funded in 2013 by the Melbourne-based Bushfire and Natural Hazards Cooperative Research Centre in partnership with Charles Darwin University and the North Australian Indigenous Land & Sea Management Alliance (NAISMA).

The editors deserve our gratitude and congratulations on assembling an invaluable guide to what needs to change in the way North Australia is responded to. While this is an expensive volume, it will be an invaluable resource for anyone seeking to understand and engage with the debates about land, water, culture and resources across the region.

Chapter 1 offers an important contextual introduction to the issues – and to NAISMA and the role of Indigenous peoples and organisations in any policy proposals for North Australian development. It concludes with an appeal for a national commitment for inclusive and sustainable development (p. 7) in the north of Australia, but recognises the need for structural reform to achieve this, acknowledging that this will require a patchwork of local and regional settlements that negotiate both inclusion and sustainability.

The depth of that challenge is clarified in Chapter 2, which recognises that business-as-usual scenarios preoccupied “with large infrastructure development, ‘food bowls’, and unfettered exploitation of mineral and pastoral resources” (p. 9) have produced social and environmental catastrophe across the North.

The translation of legal land title and recognition into effective Indigenous influence over policy and practice has failed because of the developmentalist (and, one must acknowledge, fundamentally racist) mindset that has long dominated policy settings in North Australia.

The chapter offers a framework for addressing the challenge. This framework emphasises the necessity of “maintaining law, culture, and country, and the aspirations of Indigenous people across the North” (p. 11). Djungan man Ricky Archer offers a powerful visual representation of the challenge of balancing the business-as-usual of top-down corporate-government-science approaches to management with the ground-up connected relationality of cultural governance of Country (Figure 2.3, p. 14).

The urgency of shifting dominant, business-as-usual approaches to national stewardship of this continent, and of integrating the best of Indigenous, cultural and scientific knowledges into considered decision-making, is difficult to overstate.

Next generation thinking is being shaped in contemporary geography classrooms around Australia. It needs to be informed by balanced understanding – and this impressive volume offers the creative teacher huge opportunities and significant resources to shift Australian thinking from the short-term, get-rich-quick thinking that has dominated development policy and practice in Northern Australia for little more than a century in most areas, towards a deeper understanding of place, process and connection stretching across 65,000 years or more of human experience.

There are terrific illustrations, really powerful, short and articulate boxed texts, excellent references and accessible presentation of data throughout the book.

The volume brings together rigorous research from the humanities in Chapter 3 on the history of dispossession, colonisation and legislation across the North, and from the social sciences in Chapter 4 on economic development policies and programs. Chapter 5 on rethinking sustainable economic foundations across the North, Chapters 6 and 7 on community scale resilience and Chapter 8 on governance are deeply informed by, and engaged with, scientific research in collaboration with diverse Indigenous scientists, communities and values.

For geographers, this volume is a terrific supplement to the emerging literature presenting new cultural geographies of the region. In those works, we are beginning to see geography marshalled not as a means of colonising places, but as a partner in treasuring, protecting and celebrating places and their connections across space and time.

The work of the Bawaka Collective based at Yirrkala in northeast Arnhem Land (Bawaka Country, Suchet-Pearson, Wright, Lloyd, & Burarrwanga, 2013; Bawaka Country et al., 2014; Burarrwanga et al., 2008, 2016; Lloyd, Wright, Suchet-Pearson, Burarrwanga, & Hodge, 2012) has recently culminated in an extraordinary

new book that sees leading Yolngu thinkers present the cultural geography of their region for a wider audience with exceptional eloquence and elegance (Gay'wu Group of Women et al., 2019). Further west, the stories of the creation, history and people of Dambeemangaddee Country in the northwest Kimberley between Derby and Kalumburu have been shared in an exceptionally beautiful and compelling cultural geography of people, place and knowledge (Dambeemangaddee People et al., 2017). In that work, Australian geography is genuinely addressing and transforming its colonial roots.

In *Sustainable land sector development*, that hard work of transforming the way knowledges, connections and relationships are negotiated, created, communicated and applied is extended impressively and powerfully. This is a very contemporary view of the challenges and opportunities of North Australia. There is none of the boosterism, racism and ignorance that has characterised so many discussions of the region. Instead, this deeply collaborative work presents the thoughtful and well-informed understanding and assessments of people who are deeply connected to the region.

It is not just the Indigenous contributors, but also the scientists and social scientists themselves, who have forged and been transformed by connection to and understanding of place, that bring their passion for the North into play here. These are people who have developed respect for the place-based knowledges, the deep connections they reflect, and have critically contextualised the data generated by new science.

The principal audience for the book is probably more advanced than most classroom groups, but that should not deter teachers who will find the material offers an exciting integration of human and physical geographical perspectives and resources, and makes them accessible through good referencing with a lot of the material referred to being easily accessible online.

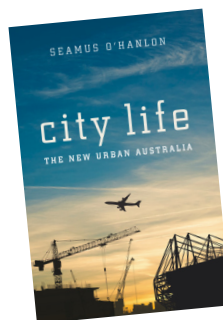
The work presented in *Sustainable land sector development in Northern Australia* brings diverse and important resources into easy reach for classroom use, and offers a stark contrast to earlier generations of knowledge that demeaned, diminished and discredited the discipline of geography with huge consequences for North Australia and its wonderful places and diverse peoples.

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City life: the new urban Australia

By Seamus O'Hanlon. Sydney:
NewSouth Publishing, 2018,

240 pages, paperback,
ISBN 9781742235615
<http://www.newsouthpublishing.com>

This book challenges ideas about Australians, how they see and perceive themselves and, more particularly, the urban centres and large cities in which they live. Australia is one of the world's most urbanised countries and has among the highest life expectancy. These salient facts mean in the future most Australians will live in globalised cities for most, if not all of their lives and that there has to be a fresh understanding of the nature of twenty-first century urban Australia.

This book contributes to the understanding of our cities and their suburban characteristics, particularly in Melbourne and Sydney.

City life also presents a major emphasis on the urban transformations and manifestations that have come as globalisation – the “opening up of Australia” – has washed over and through Australian cities since the 1970s. The book drills into the research, documents and writings that chart many of these changes.

The particular focus of the book on the two biggest cities, Sydney and Melbourne, is a problem for geography teachers in the smaller population states who need some analysis of the “change through time” that has taken place in their urban

centres. However, the smaller Australian state capitals and regional centres are not completely ignored.

There is no doubt that O'Hanlon brings a keen historian's eye to the local scene and circumstance, as well as the big Australian picture. It is at times a view most geography teachers would recognise as that of a historical geographer. The seminal work of internationally known city geographer, David Harvey, is also mentioned.

Throughout the book, the author introduces many terms, phrases, concepts, quotations and descriptions to which a geography teacher can immediately relate. These include tyranny of distance, "... Australia born urban and quickly grew suburban", the data on the number of houses and apartments that have been built, urban densities, national migration patterns, inequality, "... by 2007 the world was more urban than rural", hyper diverse cities, night-time economy, sights, smells and sounds of manufacturing and industrial suburbs before and after globalisation, manufacturing suburbs of the inner city and the outer suburbs and the changing nature of work.

The book's chapter headings clearly summarise the author's thesis: Introduction: Globalising the Australian city; Opening up and closing down; The twilight of the Fordist city; Working and not working in the post-industrial city; Cosmopolis: urban multiculturalism; Global migrations, local impacts; Studentification: From trendies to PBSAs [Purpose Built Student Accommodation]; Lifestyle destinations: building the new inner city; Business, leisure and pleasure: reinventing the inner city; On the town: popular culture and the new Australian city; Conclusion: globalisation and the Australian city – an opportunity wasted?

Each chapter ends with a two- to three-page conclusion that summarises the sub-thesis of the chapter.

O'Hanlon shows he has been an industrious researcher over many years and marshals his material and breaks his subject fields into well-defined themes. He nourishes the ability to create word pictures, this being particularly so when tackling descriptions of an individual street, e.g., Victoria Street, Fitzroy, Victoria; an individual suburb, Elizabeth, South Australia; or the changes to the make-up of an individual industry, e.g., Moran and Cato the local and national grocery company.

O'Hanlon's prose is sturdy and generally appropriate, with the drier statistics and trend data that are sometimes importantly introduced being coloured by the contour of his word pictures.

The central section of the book contains some important colour and black-and-white historical images of Melbourne and Sydney. Examples are 'Melbourne, the Yarra and Southbank looking east from the Rialto Tower, **1983**' and 'Darling Harbour, Sydney **1984**'. These will allow a well-resourced geography teacher to make present day comparisons. Unfortunately, these images are not given figure numbers.

If there is a criticism of this book it is because there are two themes that are not covered and which are vital to any understanding of a "New Urban Australia". They can be summarised by the two words *solastalgia* and *meteoranxiety*.¹

Australia's urban population is already suffering from these two anxieties and many existing, and future, urban initiatives are already aimed at, or will be attempting to alleviate, the economic, social, health and infrastructure consequences of these critical environmental hazards. The impact of the urban hazards, associated with these mega trends, is already occurring and future weather and climate scenarios suggest they will be of increasing severity.

The coastal suburbs of Australian cities will be subjected to sea level rise and storm surges while inland suburbs will suffer from the widespread and sometimes localised nodal effects of bushfires, floods, droughts, extreme temperatures, tropical diseases and vectors, and severe storms that will take a variety of forms – cyclonic, hail, frontal, dust and micro-bursts.

When considering the needs of Australian secondary schools, it is apparent that a teacher of years 11 or 12 urban geography, who is using the Australian Curriculum: Geography (ACG), or its state derivations, as their guide, could use this book as a background source. For example, chosen extracts could be read to students or investigated by them.

ACG Global Transformations unit provides this opportunity because under this general heading students engage "... with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences", and undertake a depth study that can range from local to global, as appropriate (ACARA, n.d.).

Similarly, ACG unit Sustainable Places provides considerable opportunities for the book's use because it concerns the study of 'the interconnected challenges faced in places, including population growth and decline, employment, economic restructuring, transport infrastructure needs, housing, demands for improved health and education services, and other matters related to liveability' (ACARA, n. d.).

This book is not suitable for use by students in those years below and including year 10.

Fortunately, the book does have an index, so any search for topics and themes is made easier, and this is supplemented by a sources section of nine pages where the author lists the many other writers, books and articles that contributed to his text.

Chapter 2 includes two maps that show, presumably, the Melbourne and Sydney metropolitan areas, highlighting several localities and suburbs that are central to the content of the chapter. Even though they include several cartographic design principles, the clarity of their intent is limited by symbols that are hard to read, and a legend that doesn't fully explain all details of the maps. The maps are not given figure numbers. A Figures list of these maps, and the images in the central section of the book, would be a welcome addition and make the book more user-friendly, if placed after the Contents page.

Although this book is primarily a teacher resource, senior school geography students would benefit from an introduction to the many stand-out examples that illustrate the urban-human environment relationships in the contemporary and historical setting of Australian cities. This is why it is possible to recommend the book, and why it would be an excellent addition to any school library and the background literature of a geography teacher who wants to really engage students when learning about their own cities.

Roger Smith

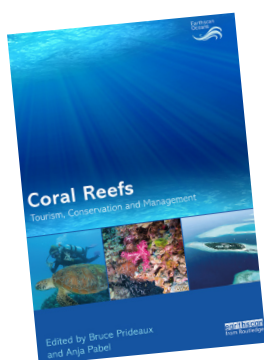
Consultant in geography, global, environmental and heritage education

Reference

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Endnotes

1. Solastalgia is the emotional distress specifically relating to climate change. Meteoranxiety is the anxiety that is felt in the face of the threat of the increasing frequency and severity of extreme weather events.



Coral reefs: tourism, conservation and management.

By Bruce Prideaux and Anja Pabel.
Abingdon: Routledge, 2018,

288 pages, hardback,
ISBN 9781138689831
<https://www.routledge.com/>

Coral reefs around the world are currently facing multiple pressures. From fishing through to tourism, pollution and climate change, humans are causing both direct and indirect threats to coral reefs and, in turn, the tourism industry.

Coral reefs: tourism, conservation and management provides a wonderful multidisciplinary and global review of the world's major coral reef tourist destinations and their future prognosis. Over twenty international experts have been brought together from a diverse range of backgrounds and areas of expertise to compile a four-part assessment of the status of coral reef tourism.

Part One outlines in four chapters coral reef ecology, including how they are currently governed and managed. These early chapters provide a thorough overview of many of the major threats to reefs and their value to local peoples and economies, particularly the benefits that tourism brings and the challenges that a lack of legislation and regulations can have on an area's long-term sustainability. Part One provides the reader with a strong understanding of the size and scale of the issues facing

coral reefs as well as introducing the complex nature of any assessment of risk, impact and mitigation strategies that should possibly be considered by tourist operators, governments and other stakeholders.

Part Two extrapolates on the sustainability issues raised in Part One and addresses the impact and flow-on effects of rising sea temperatures on biodiversity. The section outlines how reef-dependent tourist destinations in many parts of the world will increasingly be affected by bleaching events. It also suggests that reef-based tourist operators that are a *one trick pony* will potentially suffer economic loss. With the reef as their only drawcard, and reef health in decline in many locations, the authors promote the idea of diversification within a business model for the future.

In addition to this, however, a contrasting proposal is made in the subsequent chapters with respect to the status of coral reefs in Belize and the benefits of good management. The final chapters in this section discuss Florida Keys and Western Australia's Ningaloo Reef, where there appears to be a balance between development, growth and environmental protection which appears to be shoring-up their long-term survival.

The third section provides six case studies related to ecotourism. From the Maldives to Bali and Brazil, these chapters outline how tourism is being sustainably managed including the introduction of effective reef restoration strategies. The flip side is also discussed in this section as the text expands on some of the more challenging or threatening factors that will affect not only the reef's survival, but also that of the tourist industries that rely on them. Political instability, funding shortages and ineffective law enforcement are some of the main issues discussed.

The final section addresses traditional and indigenous use of coral reefs, and the involvement of the media in shifting public awareness and debate on coral reefs and reef tourism. It concludes with a possible future roadmap for reef use and management. With almost a billion people living within 150 kilometres of the world's coasts and reefs, traditional ownership, values and customs are considered within a Pacific context. In this sphere, positive flow-on economic effects are identified as being available and promoted to indigenous communities despite the long-term social costs not having been extensively explored to date by governments or other organisations. I found the section on the role that the media plays in its promotion and manipulation of public opinion towards coral reef tourism and reef destinations as particularly interesting. It would appear that this element may play an increasingly future pivotal role.

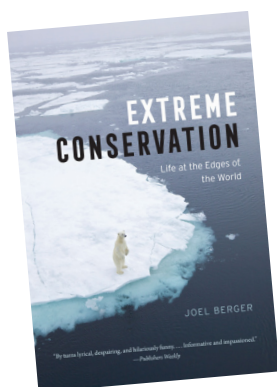
The authors conclude the section with a glass half full approach. Despite the negative aspects of climate change, poor water management, overdevelopment and overfishing, Prideaux and Pabel focus on the need for action in manageable ways. While they acknowledge the complex interconnected web of factors that affect coral reefs, they maintain the line that, with a clear policy framework that is adapted to local circumstances and then enforced, ongoing tourism use of coral reefs is possible, with the caveat that any legislative changes recognise that further damage must be minimised to achieve sustainability.

In summary, the book highlights that effectively managed coral reef tourism provides an opportunity for well-informed public discourse related to the urgent need for government and community action. The text's strength lies in its comprehensive analysis of coral reef tourism from different global case studies and perspectives. The diversity of thematic examples keeps the reader absorbed in the topic and motivated to dive deeper into the subject matter. Overall, I found it provided fascinating insights into the topic that I was not always expecting and subsequently wanted to inquire further about, and for me that what makes a good read. I would therefore happily recommend the text to teachers, students, academics and NGOs.

At the end of the day regardless of my review, it is whether or not the text is accessible, meaningful, appeals and stimulates debate. So, I will leave you with a quote from my 16-year-old daughter who picked it up, started reading it, couldn't put it down and then peppered me with questions about some of the things she had read. I think she hit the nail on the head with this quote, but you decide – 'It's like those stories they have in National Geographic only with lots more detail and without the glossy pictures! Are there more in the series?'

Clearly, it ticks all the boxes!

Anne-Marie Gerlach
Canterbury College, Queensland



***Extreme conservation:
life at the edges of the
world.***

By Joel Berger. Chicago: The University of Chicago Press, 2018,

368 pages, paperback,
ISBN 9780226366265
<https://www.press.uchicago.edu>

Written by a scientist and conservationist, this unique book takes you on a journey to three of the planet's most extreme environments, where punishing conditions, increasingly influenced by human activities, pose a threat to some of the planet's most hardy creatures.

Joel Berger has extensive experience researching animal behaviours in these environments and writes passionately about his encounters, both rewarding and challenging. Divided into four parts, the book provides a fascinating insight into the adaptations of three species in particular; musk oxen in Alaska, yaks on the Tibetan Plateau and saiga in the Mongolian steppe. The final part is dedicated to considering the complex factors affecting the future of such creatures.

Joel's stories draw you into environments that are hostile but surprisingly diverse. Whilst the book is focused on

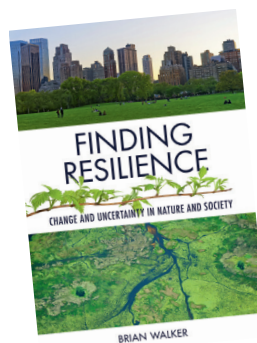
three distinct species and their strong interconnections with the landscape, climate and other animals, the influence of humans is never too far away. Whether the legacy effects of hunting on animal behaviours and numbers, the impacts of cashmere goat herders, or our changing climate, the book calls into question the ability of these unique animals to adapt to the fast pace of environmental change they are currently experiencing.

Despite our perceptions of the beauty of nature, the book also highlights its brutality. In such extreme environments Darwin's theory of natural selection plays out in a myriad of ways, be it through lone female muskox trapped in a snowhole or the existence of mysterious death assemblages, many of which go undetected in such hostile environments.

Joel provides both comical and nail-biting accounts of the field techniques used to monitor the animals. I was drawn to Joel's account of dressing up as a caribou to observe the reactions of muskoxen. Later in the book, he recalls the excitement and nerves associated with capturing and collaring an energetic saiga with the risk of imprisonment should the animal die in the process.

This book is a suitable tool for teachers interested in broadening their knowledge of environmental change, animal adaptations and extreme environments. Extracts from the book could be used with students Year 10 or above to give them a sense of the fragility of the world's extreme environments and the animals that have populated these regions for millennia, animals that traditionally do not receive much attention.

Anna Haigh
Melbourne Grammar School, Victoria



***Finding resilience:
change and uncertainty
in nature and society.***

By Brian Walker. Clayton: CSIRO Publishing, 2019,

157 pages,
ISBN 9781486310777
<https://www.publish.csiro.au/>

This was a fun book to read, full of a life of great endeavours, humour and friendship, but also importantly, a constant striving for new knowledge and its application for better futures.

At times as I was reading, I wondered who would use a book like this. The work isn't a textbook or a book structured for guiding teaching; nor is it a pretty book with lots of pictures and figures; nor again is it a strongly theoretical book with particular comprehensive insights into resilience theory – other books by Walker and others provide more academic guidance. Nevertheless, while it doesn't fit into those categories it does fit into another – a book to engage perceptive students with the ecological challenges that humanity faces. The aim of the book states (p.17) that "this book is an unfolding story around these

questions” of resilience and how it applies within natural and social ecosystems.

There is enormous challenge ahead for humanity to transform environmental systems for resilience – the core theme of this book. As the book outlines, many solutions will be associated with new knowledge, better policies and new governance arrangements, but we will also need another element – human bravery.

Students will need to understand the personal costs associated with making real change, and yet still make the choice to join the struggle for a sustainable future. Young people are making those decisions, recognising that within a struggle for socio-ecological justice is an important quest that is not just vital for the planet, but also provides a life-path which is fruitful and fulfilling.

What Walker has shown in this book, by drawing from engaging and humorous anecdotes and lessons from his own research path through southern Africa, North America, Europe and Australia, is that by engaging with ecological principles such as predation, disturbance, migration, niche and resilience theory, and using that knowledge to promote better places, the application of rational socio-ecology is also a personal adventure.

I particularly enjoyed the middle chapters that examined the roles human culture plays in framing the key social principles that enable societal resilience, such as social cohesion, decision-making and cooperation, diversity, languages and belief, which together assist people to negotiate their interactions with each other and the environment.

Ethical investment, ecotourism and education are introduced, but instead of offering comprehensive solutions, the book leaves me with a feeling that scientists have largely been working on the sidelines, documenting the process of ecological destruction as it plays out before them.

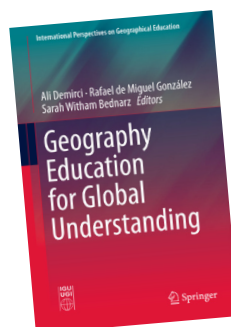
I reviewed this while also reading articles about the amnesty given to farmers illegally clearing land in New South Wales, the potential collapse of the Murray-Darling Basin Agreement due to questionable governance arrangements, and the arrest of protestors (and journalists!) at the Adani mine site in Queensland. I couldn't help thinking that the solutions offered also needed to be more deeply political to challenge the corporate conservatism that is preventing positive change.

While the final chapters didn't engage with the key constraints of hegemonic power, I found it to be a beautiful and thoughtful book, which would be useful for students searching for rational answers to complex socio-ecological questions. There are rewards for the reader all the way through, but given the minimal use of structural sign-posting, it requires the reader to be seeking the wisdom generously outlined within stories from a life well-lived. As Walker states (p. 118), humanity is “trapped in a way of living from which it is very hard to escape. Change won't be easy but as more and more people become aware

of and concerned about the need for it, hopeful developments are underway”.

Dr Douglas Bardsley

The University of Adelaide, South Australia



Geography education for global understanding.

By Ali Demirci, Rafael de Miguel González, and Sarah Witham Bednarz. Cham: Springer, 2018,

**252 pages, hardback,
ISBN 9783319772158**

<https://www.springer.com/gp>

The theme of the book is building global understanding through Geography Education and its stated aim is to promote a conversation between colleagues across the globe. It is, therefore, principally a book for an academic audience but would be of interest to secondary Geography teachers with a passion for Global Education and the potential of Geography Education in a contemporary geopolitical context.

The book forms part of the series of academic works produced under the editorial supervision of the International Geographical Union's Commission on Geographical Education and is edited by noted geographers from Turkey, Spain and the United States.

The collection of articles is predicated on the view that globalisation is transforming the geographical conditions of everyday life and that Geography Education has a key role to play when it comes to reassessing currently held geographical worldviews, especially those that have guided our actions and served us well in the past but are no longer consistent with our lived experience.

The book showcases the core concepts of geographical education as a means of understanding global issues from a spatial perspective. It promotes the idea that Geography Education is essential in exploring the interactions of the world's human and environmental systems at a range of scales. It covers topics such as climate change, sustainable development goals, geopolitics in an uncertain world, global crises and population flows, all of which are of interest to geography researchers and educators keen to explore the complexity of contemporary societies.

Part I features four articles that provide a 'framework for global understanding'. In the first of the four articles, the book's editors advance a rationale supporting the claim that Geography Education has an important role to play in developing our understanding of globalisation and its impacts. In her contribution, La Trobe-based academic, Margaret E. Robertson, addresses the two-pronged question: What do we mean by global understanding and how can global education contribute to the process? In doing so, she explores the geopolitical complexity of the world in which we live, outlines what needs to be understood, discusses the role of geography in enhancing our understanding of processes involved, and investigates the role of Geography Education in promoting global

understanding. Chew-Hung Chang and Andy Wi of Singapore's National Institute of Education contribute an interesting article looking at geography's contribution to global understanding through a climate change perspective. In the final thematic contribution, Inga Gryle and Thomas Jenkel examine how a spatially informed education can make a contribution to global understanding.

Part II focuses more explicitly on Geography Education for global understanding. The five articles presented here cover the role of Geography Education in promoting global understanding, an exploration of ideas and trends in Geography Education as it relates to global understanding, the ways in which Geography curricula tackle global issues, the transition from classroom practice to global action, transculturalism, and global understanding.

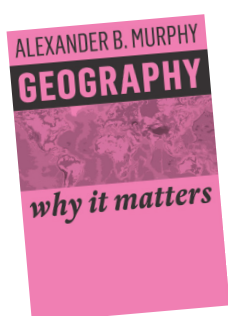
Part III provides a number of snapshots of education for global understanding in a number of countries, specifically those of Ibero-America, China, Finland, Japan, South Africa, Spain, the United Kingdom, the United States, India, Russia and Canada.

In Part IV, the book's editors include what they call a Road Map for global understanding.

The strength of this book is the manner in which it focuses on the way geography can be used to promote global understanding in what is an increasingly fractious and fraught geopolitical context.

This is an expensive publication. It is also available in a marginally less expensive eBook version. Given its cost, one would only recommend this book to those keenly interested in the role of Geography Education in promoting global understanding. One principally for the academics?

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Sydney, New South Wales



Geography: why it matters.

By Alexander B. Murphy. Cambridge: Polity Press, 2018,

**162 pages, paperback,
ISBN 9781509523016
<https://www.wiley.com/>**

This short book, by one of America's leading geographers, provides a clear, readable and informative account of geography. It has just five chapters. The first introduces some ideas about the subject's nature and perspectives, while the next three discuss what the author describes as "geography's core objects of analytical attention: spatial patterns and arrangements, the character of places, and physical-human interactions" (p. 29). The final chapter is entitled 'Why we all need geography'.

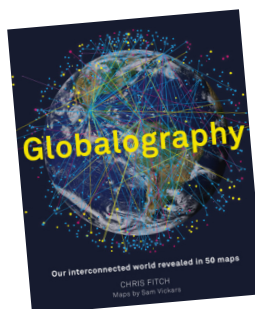
The first chapter starts with a description of changes in the Lake Chad Basin since the 1960s. The author then argues

that to understand these changes requires a consideration of what he describes as "a few geographical fundamentals" (p. 4). These are: location and place characteristics matter; human and physical processes are intertwined; spatial variations are revealing; we need to look beyond the local; and our understandings, priorities, and actions are shaped by unexamined geographical assumptions. The rest of the book explores these geographical fundamentals.

Murphy's view of geography is that it "is best understood as a discipline united more by a shared set of perspectives than a particular topic of study". (p. 15). These perspectives are the discipline's major concepts, and the book consequently provides teachers and senior secondary school students with a good discussion of three of the core concepts in the Australian geography curriculum – space, place and environment. It also includes a wide variety of illustrations of how they can be used to understand a range of contemporary issues. However, the chapter on space could lead to some confusion over the respective explanatory roles of space and place. In some examples in this chapter, variations across space are identified, but the explanations of these variations relate to the particular characteristics of places. In these examples space is used to analyse, and place to explain.

The final chapter discusses geography's role in "creating an informed, engaged, enriched populace" (p. 110). It complements the earlier chapters, which focus on geography's contributions to research, policymaking and planning, by making a case for the broad educational role of the subject. The book is strongly recommended for teachers and senior students.

Associate Professor Alaric Maude
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Globalology: our connected world revealed in 50 maps.

By Chris Fitch. London: White Lion Publishing, 2018,

**224 pages, hardback,
ISBN 9781781317914
<https://www.quartoknows.com/>**

The 21st Century has brought unprecedented change in the way people, ideas and resources move across time and space. Author Chris Fitch suggests that it is necessary, therefore, to update the way we view the world and to understand the "radical way globalization is transforming our world" (p. 7). Indeed, Rosling (2018, p. 249) argues that "we [teachers] should be teaching them [students] that the world will keep changing and they will have to update their knowledge and worldview throughout their lives".¹

It is quite timely, therefore, that Chris Fitch has created a book that can help teachers and students update their knowledge of how the world works. With maps by Sam Vickars, Fitch has carefully curated a set of 50 maps which helps to explain and illustrate how the "new globalized world really operates". Some

stories were familiar to me, such as tea consumption, whereas others caught me by surprise (I did not know that Madagascar was the leading producer of vanilla beans!).

Each of the A3-sized maps is stunningly presented, diverse and engaging. Accompanying each data-rich map are two to four pages of text and additional geographic media that provide the context for the stories displayed. For example, following a map showing the number of skyscrapers over 150 metres per country, Fitch describes how the distribution of the world's tallest buildings has shifted from the west to the east (China has twice as many skyscrapers as the United States) and explains how the homogenisation of city skylines is due to the "globalization of urban architecture" (p. 109).

The stories in the book cover a wide range of geographic concepts. For example, the *distribution* of bananas and gold; the *movement* of sneakers, copper and flowers; the *change* in use of Messenger apps; and the *spatial association* between food security and humanitarian assistance. The maps, and accompanying text, could be used to support the teaching of Geography across many year levels. In Year 7, for example, students could explore the bottled water map to learn why Mexico is the world's largest consumer of bottled water. In Year 9, the map showing the leading producers of cocoa beans could be used as part of a topic on biomes and food security.

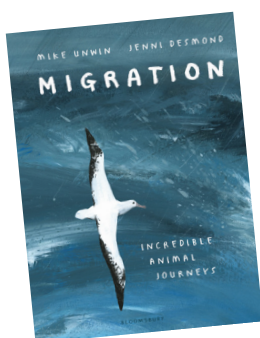
If there is any limitation to the book, it is only that upon the moment of its publication some of its data will already be outdated. This is, of course, unavoidable as it is the very nature of the world in which we live. It is also one of the most challenging – and rewarding – aspects of teaching and learning Geography. Maps are an important way that geographers understand the world and they are a fundamental component of every Geography classroom. This is a book for all those who like maps and who are curious about the ways in which we connect with one another in the increasingly globalised world.

Micah Wilkins

The Mac.Robertson Girls' High School, Victoria

Endnotes

1. Rosling, H., with Rosling, O., & Rönnlund, A. R. (2018). *Factfulness: ten reasons we're wrong about the world – and why things are better than you think*. New York: Flatiron Books.



Migration: incredible animal journeys.

By Mike Unwin and Illustrator Jenni Desmond. London: Bloomsbury Children's Books, 2018,

47 pages, hardback,
ISBN 9781408889916
<https://www.bloomsbury.com/au/>

Migration is a beautifully illustrated children's book describing the migration of 20 different animals from across the world. The incredible journeys told throughout this book, from whales to

insects, are a delight to read and provide a rich launching pad for numerous geographical and scientific inquiries.

Unwin uses a third-person narrative to convey each journey and stunning, full-page, coloured illustrations by Jenni Desmond tie each migration story together. Desmond has captured the essence and movement of each animal and clever use of scale helps readers to understand the sheer size of some mass migrations. To complement the narrative, a two to three sentence factual description on each double page describes the movements of the animals through the seasons.

This book provides endless opportunities for students to wonder and investigate. The Monarch Butterfly's migration story offers a glimpse into the seemingly magical world of instincts in that "no individual butterfly completes the two-way migration; it takes four generations which complete their life cycle along the way".

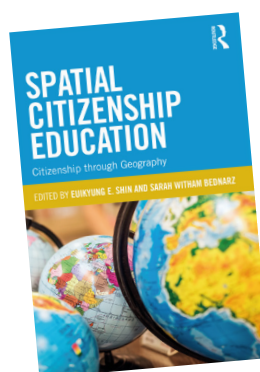
Many stories in *Migration* focus on the needs of animals to migrate based on food supply, highlighting the interconnectedness of Earth's creatures and their dependence on one another as a food source. The 10,000 kilometre migration of the gold skimmer dragonfly (the longest of any insect) provides a vital food for falcons, bee-eaters and many other birds that migrate alongside them.

The final pages of this fascinating book include a map with a migration key, which may help some readers understand how animals use the world as one place, rather than individual countries or regions.

Migration is an amazing book that is essential reading for any primary school classroom. *Migration* creates a sense of wonder about the natural world and provides teachers with an opportunity to discuss location, scale, distance, human impact and the importance of conservation and sustainability. It also leaves the door wide open for exploration into human migration and change.

Shae Nechwatal

Preston High School, Victoria



Spatial citizenship education: citizenship education through geography.

By Euikyung E. Shin and Sarah Witham Bednarz. Abingdon: Routledge, 2018, paperback,

177 pages, ISBN 9781138056459
<https://www.routledge.com/>

In August 2018, a fifteen-year-old, Greta Thunberg, began missing school to protest outside the Swedish parliament holding up a sign asking for action on climate change. Her School Strike 4 Climate gathered media attention and the ripples of her nonviolent resistance spread over the following year. Groups of young people engaged in similar protests in their own communities under the name Fridays for Future. Greta Thunberg asked "why should I study for a future that soon may

be no more, when no one is doing anything to save that future". Greta's actions are situated in Sweden, but the consequences have interacted globally. The effects of the climate crisis, and call for actions each happen in place.

Given young people are mobilising to respond to critical issues, this edited collection of 11 chapters is a timely exploration of the significant intersection between geography and citizenship education. This valuable book, edited by two education academics, provides a comprehensive range of viewpoints of ways that citizenship can be promoted through providing spatial and geographic perspectives. It includes an historical overview of geography's contribution to citizenship education, and reports on the current situation. It outlines some of the challenges in implementing approaches to geography that can contribute to citizenship of young people who are better able to understand the world and influence preferred futures.

The authors identify key concepts of space, place, scale, power, and interrelationships as theoretical tools needed for citizenry. It is also a realistic account as it also identifies obstacles and opportunities for action. It is beyond the scope of this review to outline all chapters so I will highlight two that I found especially valuable.

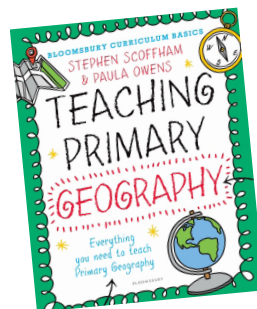
Firstly, chapter 4 by Sandra Schmidt was illuminating as she explored vulnerable citizens and how space is implicated in their lifeworld. Using fictionalised cases that draw on genuine situations, the chapter considered migrants as citizens, the raced arrangement of spaces, and how space acts on citizens. Drawing on the concepts of belonging and unbelonging, and also the actions of Women's March and Occupy Wall Street, enabled me to draw parallels with the Sorry March.

Secondly, Todd Kenreich's chapter 6 on rediscovering the local provides a rich account of Mrs Washington's grade four fieldwork-based mapping project in Baltimore that begins by formulating a spatial question, collecting data and presenting the findings to the community using Esri's StoryMap application. The rich detail of this case provides a road map for other teachers who would like to explore spatial justice issues with their class. The project activated students' spatial citizenship and strengthened their sense of belonging and their ability to improve their area.

Spatial citizenship education is an innovative exploration that is well theorised and draws together inspiring real-world, classroom-based teaching approaches. This volume will be worthwhile for geography education researchers. This book is designed towards academic reading and it would be an asset for any teacher desiring professional reading in space and citizenry and how this might strengthen engagement with issues such as social justice. The perspectives are United States-centric, with almost all contributions from US scholars. Nevertheless, the issues posed are of interest to teachers and researchers worldwide as the book provides new ways of thinking about citizenship and geography.

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Teaching primary geography.

By Stephen Scoffham and Paula Owens. London: Bloomsbury Education, 2017,

258 pages, paperback, ISBN 9781472921109

<https://www.bloomsbury.com/au>

Teaching primary geography is very much a hands-on guide. It is written by two experienced educators for primary school teachers who are teaching geography, seeking to build on their knowledge of the subject, and also looking for engaging ways to teach geography to their students.

The introduction clearly outlines the organisation of the book, which has two distinctive elements. There is the comprehensive geographical background knowledge and information needed to teach the subject, and the teaching ideas and lesson plans that support how to do this in engaging ways.

The detailed overview of the teaching of primary geography covers features of good practice and helps to guide the teacher on progression and assessment of learning. This then leads to the main section of the book which includes specific curriculum requirements that are explored in detail through 30 areas of study, across the levels of primary school. Cross-curricular links and themes are also highlighted.

Although this book is written in the United Kingdom and aligns with the National Curriculum in England, teachers in Australia can easily make connections to the Australian Curriculum. The levels of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, seem to align to primary year levels in Australia.

The geographical concepts of place, space and scale, feature as the fundamental concepts in the book, but also include pattern, change, movement and interaction which can be adapted to fit the teaching of geography globally. The concepts are linked to enquiry questions which align to the teaching of geography in the United Kingdom but can also apply to the teaching of Humanities and Social Sciences in Australia.

One of the strengths of this teacher resource is the layout of the teaching section. The use of headings such as What do I need to know? Maps, diagrams and models; Misconceptions and research; Key questions; and Further ideas and activities, make the section very practical. The associated lesson plans are also well thought out and easy to follow.

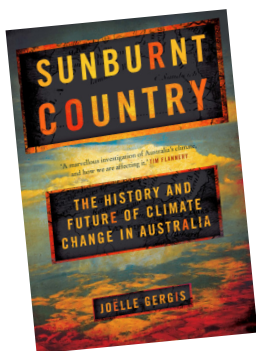
The collection of resources is impressive and includes the dedicated companion website which allows access to the online resources included in the book. The list of resources also includes web links set out under clear headings and a substantial glossary in teacher- and student-friendly language that is easy to use and practical.

Teaching primary geography has overall something for all teachers of geography in the primary years, whether they are

beginning teachers looking for support and practical ideas or experienced teachers who are seeking new resources.

Tina Photakis

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Sunburnt country: the history and future of climate change in Australia.

By Joëlle Gergis. Carlton: Melbourne University Publishing, Carlton, 2018,

**310 pages, paperback,
ISBN 9780522871548
<http://mup.com.au>**

Authoritative, comprehensive and lucid, climate scientist Joëlle Gergis' *Sunburnt country* is an exceptional book. A critically important landmark in the burgeoning literature on climate change, as well as the historiography of Australian climate history, it convincingly explains how human activities have fundamentally altered the nature of the Australian climate especially, but not exclusively, since the Anthropocene (from the 1950s). Gergis also details the monumental challenges posed by the resultant environmental changes, and suggests some fruitful responses.

During the past decade, Dr Gergis has played a significant role in international academic climatological debate with her research focusing on conditions in Australia, and more generally in the southern hemisphere. This gives great insight into the contribution of other climatologists here and abroad, particularly in interdisciplinary fields that combine systematic investigation of historical climatic records with conventional palaeo-climatic proxy indicators to form long-term climatic time series data, e.g., used in climate modelling. This baseline information is crucial to understanding the timing of change, the nature of variability, and the contribution of anthropogenic forces to otherwise natural climatic forces.

Sunburnt country is a fine synthesis of diverse information gleaned from both the humanities and natural sciences along with a rich explanation of how the data are gathered, integrated and interpreted. The book easily communicates technically complex and empirically precise detail such as the magnitude, rate and geography of various causes and effects.

It also provides excellent introductory level descriptions of such fundamentals as: the major factors influencing Australia's climate and its variability (chapter 4); the nature and use of the various methods used to reconstruct and extrapolate from it (chapters 17–21); and the literature on global climate change (chapter 22).

The comprehensive bibliography is exceptionally valuable, as is the way that the literature is incorporated into the text. The largely chronological narrative and its underlying argument

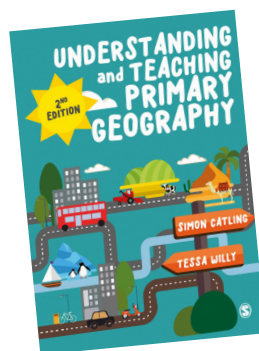
flows well, thanks in part to the use of simple questions linking to each following chapter.

Such an ambitious book has very few limitations: the beginnings of a systematic record of Australian colonial climate history is changed to a more selective overview of climatic extremes after the 1830s, and the understandable Sydney-centric focus gives a geographic bias; the easily-accessible popular writing style occasionally grates with *tabloid* chapter headings and a few clichés; and the political context and necessary calls for fundamental and urgent action, in the final of the book's three sections, is sometimes handled less confidently than the science.

But *Sunburnt country* is essential reading for all involved in Australian environmental management, and education including those teaching senior school Geography.

Dr Stephen Legg

GTAV Committee Member, Victoria



Understanding and teaching primary geography. 2nd edition.

By Simon Catling and Tessa Willy. London: SAGE Publications, 2018,

**600 pages, paperback,
ISBN 9781526408396
<https://au.sagepub.com>**

As the title suggests, *understanding* is an important feature of the text, which begins with a comprehensive overview of the key knowledge that underpins Geography in Part 1.

The balance between information about geographical concepts such as *place* and *sustainability* and the curriculum demands are carefully considered and situated within a practical approach to teaching Geography in primary contexts.

However, it is the acknowledgement of student perspectives that is a real strength of this text. The section focusing on children's geographies values and establishes the prior knowledge, understanding and experiences that students bring to the classroom. The authors continue to respectfully acknowledge student perspectives in all sections of the text and link this to curriculum design that optimises and builds on this knowledge. The emphasis placed on *noticing* the geography of local areas and the school relates these concepts back to familiar places for students.

Part 2 addresses teaching geography and provides level-appropriate content, strategies and advice for teachers. The text not only identifies the essential content and geographical skills that are required, but there are numerous ideas and practical applications that have the potential to stimulate rich inquiries in primary classrooms.

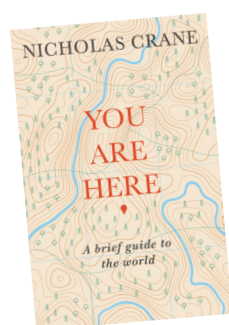
The understanding that learning in geography is developmental is supported by learning progressions and pedagogies that teachers will find very useful. Although the

text is published in the United Kingdom, the authors have cited international research, resulting in a text that is applicable to our schooling system.

The writers' passion for geography and experience in teaching and research results in an essential resource that has the potential to inspire pre-service, graduate or experienced teachers in expanding their geographical knowledge, skills and pedagogical approaches. I highly recommend this text to primary generalist teachers who are keen to take on a developmental, research-informed approach to teaching Geography.

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You are here: a brief guide to the world.

By Nicholas Crane. London: Weidenfeld & Nicholson, 2018,

136 pages, hardback,

ISBN 9781474608299

<https://www.weidenfeldandnicolson.co.uk/>

You are here has the subtitle of *A brief guide to the world*. Nicholas Crane does an amazing job to do just that in 136 pages. This book is organised in six chapters: The view from L1; Water world; Neuropolis; Yü, or How I found my inner geographer; One to one; and Age of geography.

The book promotes the value and utility of Geography. It cites research that confirms that a child develops geographical

concepts from the age of four years, and outlines the historical developments of maps from over 3,000 years ago in the Euphrates to the Geographical Information Systems (GIS). Indeed, GIS "is so vast and versatile that there is scarcely a facet of modern existence that is untouched by it (pp. 95, 97)". Yet GIS has the capacity to widen the gap between Less Economically Developed Countries and More Economically Developed Countries. He raises the questions "Will GIS merely consolidate existing power relationships? Or can it be harnessed more positively to empower marginalised communities?" (p. 98)

In his chapter Neuropolis, Crane outlines not only world population growth over time but the recent radical movement from rural to urban areas. In doing this, he advocates that "cities have the capacity to innovate and become models of sustainability (p. 57)" and points out that the United Nations Sustainable Development Goals are all geographical goals.

He reaffirms the value of geography and geographical education but highlights that significant numbers of Indians and Chinese do not have access to a teacher with a geographical background.

This book is very much a teacher resource. It underlines the essential value of geographical teaching. He reminds us of Lucy Sprague Mitchell in the early twentieth century promoting "school field trips and mapmaking and thought of the neighbourhood around a school as an extension of the classroom (p. 102)".

You are here is an inspirational addition to a geographer's book collection.

Dr Greg Calvert

Tasmanian Geography Teachers Association, Tasmania