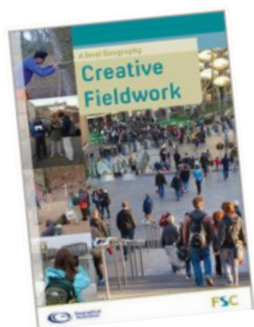


# Book Reviews



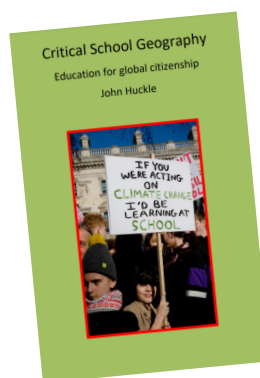
Reviews Editor: Geoffrey Paterson



## ***A level Geography creative fieldwork.***

**By Janine Maddison, with assistance of Rebecca Kitchen. Field Studies Council and Geographical Association, 2018,**

**31 pages, softcover, ISBN 9781908819420  
<https://www.geography.org.uk/>**



## ***Critical school geography: education for global citizenship.***

**By John Huckle. The Author, 2020,**

**436 pages, eBook  
<http://john.huckle.org.uk>**

Fieldwork is such an integral part of geography so when a resource such as this book came along, I was very excited. When I first saw this text, I noticed that it was very visual and included several ways GIS can be integrated. It is not a large text which makes it quick to look through, and each fieldwork clearly identifies the context, method, data collected and how the data can be presented for analysis.

The start of the text explains the importance of fieldwork in geography classrooms today and is based on a geographical inquiry cycle. Following this there are 11 fieldworks each presented concisely over a double page.

The fieldwork topics pushed my thinking outside of the coastal or urban fieldworks that I have done quite frequently. This text provides examples on how fieldwork data can be collected and presented on topics such as smell and mood mapping as well as some physical geography for coasts.

My favourite creative fieldwork from this resource is the Urban Sound Wheel from Chapter 6, sound mapping. This really prompts students to consider all of the areas in an environment that contribute to noise levels and data can be analysed through a noise map and rose diagrams.

Overall, this is a fantastic resource that I intend to use with middle and senior geography classes.

**Elise Walker**

Wilderness School, South Australia

John Huckle is a name that is well known around geographical education. He has been a teacher, writer, challenging thinker and textbook author for a number of decades. So, when a new book of his is published, it is a cause for excitement – what will John write now?

This book is the first that I've seen in this form – self-published as a PDF and available free of charge through Huckle's website. It is also a large book – over 430 pages.

But what a book? It begins with a Preface which is so much more than the normal preface in that it lays out Huckle's approach and identifies seven considerations that underlie his approach to what he calls *critical school geography* – critical social theory, critical pedagogy, relevance, curriculum making, internationalism, open source and professional development. In a telling statement, he identifies *radical democracy* as the key theme running through the book. The Preface also puts the book centrally in political debates in the United Kingdom and, while this could be a distraction for us, there is so much in this book of value to geography teachers in the antipodes and everywhere.

This is followed by an Introduction that puts the book into the context of Huckle's educational and political philosophy. It is impossible to summarise the nature of this discussion. It is laden with challenging ideas for all educators, both in terms of why they are teaching geography and how they are doing it.

This then leads into the central part of the book – nine curriculum units and eight more chapters discussing issues in geography and education. The units and chapters are

interspersed so that each unit follows a discussion and is related to it. The nine curriculum units are: 1. Venezuela's Bolivarian revolution and its impact on healthcare; 2. Spatial divisions of schooling; 3. Happiness and equality – UK and Finland compared; 4. Homelessness: causes and solutions; 5. The future of work; 6. Urban farming in Chicago, Nairobi and Bristol; 7. China's Belt and Road Initiative and its impacts on Xinjiang and East Africa; 8. Becoming a young British Muslim woman: the significance of place; 9. Paying for the transition to sustainable development: the role of international tax reform. The eight chapters following the Introduction as the first of the discussions are 1. Critical geography, critical education; 2. Students, teachers, and the geography of happiness; 3. Knowledge; 4. Critical pedagogy; 5. Nature; 6. Space; 7. Place; and 8. Democracy and citizenship.

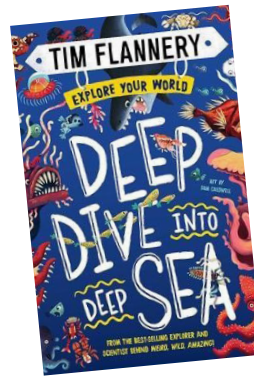
The nine curriculum units contain a wealth of ideas for teachers. Each contains a curriculum plan (key ideas, inquiry questions, key understandings, and six curriculum headings – key concepts, key values, key skills, learning outcomes, learning activities, and assessment tasks), Links to UNESCO guidance for sustainable development, a key feature of Huckle's perspective, preparation steps, possible procedure, activity sheets, and each of these contains extensive resources that provide links to internet websites and other sources.

Each of the eight chapters along with the Introduction are an astonishingly rich source of ideas in education, geography and social understanding that, typically for Huckle, are strongly challenging as they critique so much of present practice. They could stand independently as a statement of Huckle's thinking at this time. But the way each of them is then followed by one of the units, in which many of the ideas expressed are put into practice, provides a strength of direct relevance to what happens in geography classrooms. Despite the apparent abstractness of much of Huckle's thinking, central to all his work is how this will affect the lives of students – how can they be empowered to understand and control their own lives in a future that is both unknown and more challenged by controlling influences?

While Huckle's book is located in the context of British politics and schooling, it is highly relevant to geography teachers everywhere and very much up to date.

*Critical school geography*, by being so directly accessible to everyone, enables us all to face the challenge of Huckle's thinking.

**Bill Stringer**  
Balwyn North, Victoria



## *Deep dive into deep sea.*

By Tim Flannery, art by Sam Caldwell. Hardie Grant Egmont, 2020,

126 pages, hard cover,  
ISBN 9781760507275  
<https://www.hardiegrant.com/au/publishing>

If you like any of his previous “Explore the World” books, you’re going to love this latest publication in the Tim Flannery series – *Deep dive into deep sea*.

Tim seems well experienced to present this foray into the deepest parts of our amazing oceans having spent many hours diving in and around Port Phillip Bay, and his personal anecdotes add an authentic flavour to the biological science focus of the book. Written for younger readers but equally appealing to anyone with an interest in the natural world, this book is an awe-inspiring and sometimes frightening look at the weird and wonderful marine creatures that inhabit every layer of the ocean's depths, from the twilight zone to the deepest trenches and the abyss.

After a cleverly-designed contents page and short introduction, the book is organised into clearly defined chapters, each one exploring a different part of the ocean according to depth. The marine inhabitants of each ocean layer are illustrated, albeit not always according to scientific detail, and described in amusing ways so as to engage younger readers and keep them hooked.

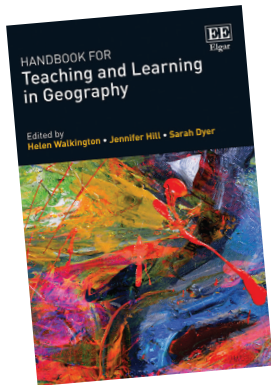
The text is dynamic, enveloped in variously shaped and coloured text boxes that cause the eye to move across and around the double-page spreads to identify interesting scientific and historical facts. Catchy subheadings, designed for greatest impact and drawing on contemporary references to lure the reader, include: *You've got a friend in me* heading a paragraph describing Sea Pig communities and *Walk this way* heading in a section explaining octopus mobility. The pages in each different chapter are bordered by a slightly different hue, and as the depths increase, so does the depth of the blue colour. This makes it easy to flick through the pages and locate a particular section if desired. The final pages include an uncluttered index and a comprehensive glossary of terms used in the book.

This text could be used to illustrate animal evolution and adaptations and to explore how environmental conditions impact on species behaviour and survival. *Deep dive into deep sea* is also a good example of dynamic text construction and how to effectively communicate non-fiction concepts and ideas to a younger audience in an interesting and imaginative way. Explorer Spotlight text boxes include some geographic focuses such as mid-ocean vents, underwater mountains and rifts. Sub themes that appear throughout the text also include: ocean resource use (such as manganese mining); deep sea exploration and the technology required to accomplish this; and the scientific inquiry method. A table on page 113 also lists the deepest trenches in the world including name, location and depth in metres. This could be used as a data table example.

True to the author's life work, this text also contains a clear but subtle environmental theme. Facts about climate impact on coral and declining whale numbers are just a few of the ways that Tim reminds the reader about their responsibility for ensuring the ocean remains a habitat full of amazing diversity for the future.

**Nicole Sadler**

St Mary MacKillop Primary School, Bannockburn, Victoria



## ***Handbook for teaching and learning in geography.***

**Edited by Helen Walkington, Jennifer Hill, and Sarah Dyer. Edward Elgar, 2019,**

**520 pages, hard cover, ISBN 9781788116480**  
<https://www.e-elgar.com/>

The *Handbook of teaching and learning in geography* is primarily targeted at teaching in higher education, however it has some broader appeal in grappling with key issues in geography teaching. The book includes chapters from influential tertiary level geographical educators from the United Kingdom, Australia, New Zealand, United States and Canada.

The book is organised into three parts, broadly corresponding to the three years of undergraduate education. Part I is "Pedagogies to support the transition into higher education". Of particular interest to teachers in this section are the chapter by Simon Tate and Peter Hopkins on student perspectives on academic and social transitions to university. This chapter will be helpful for teachers supporting students preparing for university, particularly for first in family students who can find this transition more challenging. Graham Butt contemplates the "gap" between school and university education in the United Kingdom. This chapter provides food for thought in how we can better connect school and university geographical education in Australia. The terrific chapter by David Conradson from New Zealand, on providing supportive learning environments, provides insights on how to create such learning environments. Other useful chapters in this section consider fieldwork, ethical thinking and teaching in an interdisciplinary context.

Part II discusses pedagogies to facilitate more autonomous learning. While the discussion is much more targeted to university education, the themes of some chapters will be highly relevant to the kinds of discussions generated by teaching aspects of the high school geography curriculum. These include the chapter by James Esson and Angela Last about learning and teaching racism, the chapter by Zoe Robinson on responsibility and sustainability, and the chapter by Ian Fuller and Derek

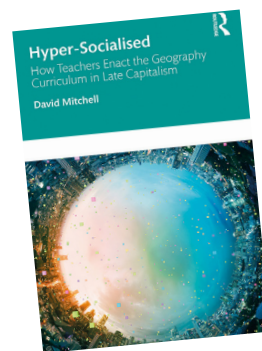
France about the types of learning that take place on geography fieldtrips, including the possibilities of enhancing the use of digital technologies during field work.

The final part of the book discusses teaching final year university students. The most useful parts of this section deal with issues of employability and careers. High school students (and their parents) are often not aware of the range of skills that a geographical education help you develop, nor the wide range of career options that could stem from studying geography at university. The chapter by Michael Solem, Niem Tu Huynh and Joseph Kerski on teaching geography students about careers is based in North America but provides lots of useful starting points for communicating to students about potential geography careers. Some geography teachers might also find it useful in communicating to career advisors about the diversity of opportunities provided by a geographical education.

The book is very pricey indeed and probably not of sufficient utility to justify purchase by most teachers (or university lecturers). For those with access to the book via a library it would certainly be worthwhile exploring some of the chapters.

**Associate Professor Kathleen Mee**

The University of Newcastle



## ***Hyper-socialised: how teachers enact the geography curriculum in late capitalism.***

**By David Mitchell. Routledge, 2020,**

**210 pages, soft cover, ISBN 9781138339101**  
<https://www.routledge.com/>

This book makes an important contribution to the small literature on the political economy of school geography. It is novel in the way it attempts to offer a more nuanced periodisation of the shifts in that political economy, and make links with contemporary debates about knowledge and the curriculum. Though it takes Britain as its focus, the arguments and themes resonate in Australia and New Zealand, where neoliberalism has made its mark on schooling and teachers' work.

Nearly four decades ago, John Huckle (1985) reminded geography teachers that contrary to what they might think, the content of school geography is not determined by geography teachers or educationalists. Instead, school geography earned its place in the curriculum because it met the needs of capital for accumulation and legitimation. Geography's role was to socialise young people with the skills and attitudes required to take their place in the labour market, and to provide an overt ideology that hid the way that space was used to hide the nature of capitalist social relations and the exploitation of nature.

Huckle was writing as capitalism was making an uneasy transition from social democracy to neoliberalism. He would have been only dimly aware of the dramatic changes in teachers' work that were to come. Whereas in the 1980s the state was actively

undermining teachers' professionalism, by the mid-1990s teachers were being re-professionalised, granted permission to become pedagogical experts and take on their role as creative, pedagogical professionals. This was within strict limits of course; calls for teachers to be open, flexible, and creative chimed with the post-Fordist reimagining of social relations. Capitalist schooling was cool, relations between staff and students more relaxed, and teachers were co-learners on the educational journey.

Elements of these new teacher identities are evident in the teachers that David Mitchell studied and interviewed in his study of four geography departments in London. No lack of agency here – these are intelligent, actively engaged, autonomous professionals, working hard to show their students why geography matters. There are differences of course (some departments coming closer to management injunctions and others finding ways to maintain true to their vision of geography as a subject) but this reflects the variegated landscape of schools.

They were all mindful of the changed nature of students and the need for engagement and relevance. In this sense, Mitchell gives us a snapshot of how geography teachers have readjusted to the new conditions of late capitalism. His argument is that these teachers are hyper-socialised; the forces shaping their work are determined elsewhere. This means that, on the whole, they “enact” rather than “make” the curriculum.

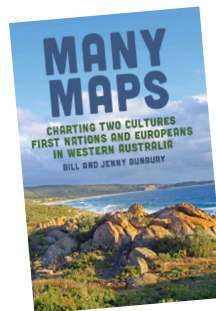
David Mitchell offers us a compelling (if a little bleak) picture of contemporary geography teaching. It would be good to try to pick out elements of how the curriculum might be changing to reflect different accounts of where capital is going next, but that is for further work. In the meantime, *Hyper-socialised* puts the political economy of school geography back on the map.

#### Professor John Morgan

University College London-Institute of Education,  
University of Auckland

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### ***Many maps: charting two cultures: First Nations and Europeans in Western Australia.***

**By Bill Bunbury and Jenny Bunbury.**  
UWA Publishing, 2020,

**376 pages, softcover,**  
**ISBN 9781760801410**  
<https://uwap.uwa.edu.au/>

This book is not about cartographic geography, where space may be calibrated and quantified with positivistic certainty, nor is it replete with artistic hachuring and extravagant marginalia. Rather it is akin to the efflorescence of cultural geography that began to bloom thirty-odd years ago. Peter Jackson (1989) draws in turn from cultural studies where, in turn, Stuart Hall (1973, p. 13) referred to “maps of meaning into which any culture is organised” in an examination of the relationship between culture and a “televisual language” and his maps that were suffused with power and ideology.

The authors Bill and Jenny Bunbury chart understandings and misunderstandings between European and First Nations cultures over the two centuries of European occupation of Western Australia. The authors show sensitivity to others reminiscent of humanistic geography’s inclination to see the world from another’s point of view, or historical geographers that dwell on everyday lives and aspirations of the many rather than “the annals of kingship and conquest and the deeds of great men” (Lowenthal, 2015, p. 14). Or, as one anthropologist points out to another, not only “the crooks and brutal exploiters, but the honest and intelligent agents of colonialism need be accounted for” (Fabian, 1990, p 339, cited in Thomas, 1994, p. 15). Their emollient approach to the persistent and ever-present divides between the views of settler and First Nations people is admirable. An approach that is well expressed in the rapprochement between farming and Noongar communities after the 2015 unveiling of a memorial to the Kukenarup massacre of the 1880s (p. 155), and the apparently close relationships between British soldiers and the original inhabitants at King George Sound in the early decades of the 19th century (pp. 1–34).

*Many maps* employs both a temporal and spatial approach. Chapter 1 is set in the early 19th century in the immediate surrounds of King George Sound (present day Albany) where the Menang met the new strangers. Chapter 2 saw First Nations people of the new Swan River colony declared “British subjects” and then rapidly deprived of their land as six hundred British settlers arrived in 1829 and still more settlers arrived in this colony and further south in Augusta-Vasse (present day Cape Leeuwin, through Margaret River to Busselton). Chapter 3 concentrates on the early 19th century, the arrival of missionaries, movement beyond the coastal plain and over the Darling escarpment, south along the coast to Bunbury and north to New Norcia. In Chapter 4, set towards the end of the 19th century, European settlement expanded into the vast expanses of northern parts of Western Australia: Gascoigne, Pilbara and Kimberley.

A common strand in cultural geography in the 1990s was unequal relations of power. Sites of oppression and discrimination are transformed into spaces of resistance, seen not only through fighting back against power but also through resilience “refusing to be wiped off the map of history” (Pile & Keith, 1997, p xi). This is most particularly evident in Chapters 5 and 6. Firstly, examining First Nations voices living under the strictions of the Aborigines Act 1905, experiencing family breakdown, the destruction of traditional life and the ignominy of “taking the children away” (p. 253). Secondly, looking back at two centuries of dispossession and the notion, for First Nations people, that “we have survived”. Similar sentiments are expressed in Afterthoughts (pp. 305–308) that include some perceptive comments from a selection of interviewees and a section on the Uluru Statement from the Heart.

The effects of power relations can also be examined through another arena, settler colonialism. Rather than being framed as a historical event, where the settler colonists have “come to stay”, and “the process of depriving the traditional owners of their land was gradual but inexorable” (p. 62), settler colonialism endures, undergirds and shapes outcomes in settler societies. It exists long into the future, for example, in the chambers of Australian parliament with unedifying and frankly racist debates about the Mabo judgement and the Native Title Act 1993 (Whatmore, 2002). There are those that eschew the use of “settler states” entirely. Howitt (2020, p. 208) expresses his discomfort with the term because it implies that ownership is vested in the settlers, those who have inherited the benefits of conquest and colonialism by means of theft, enslavement and oppression. *Many maps* helps clarify the situatedness, the particularity and uniqueness, of settler colonial practice over two centuries across Western Australia, where hierarchical social relations still expedite the dispossession of First Nations people from their land and from their self-determining authority. The text also assists in examining what has been termed the affective geography of a postcolonising nation seen through expressions of loss, hurt, anger, shame, guilt and resentment in connection to rituals of apology, reparation and reconciliation (Gooder & Jacobs, 2002, p. 201). These sentiments and rituals are reflected in the various comments in Afterthoughts and the Uluru Statement from the Heart (pp. 305–309).

Another theme that emerges through *Many maps* and through much geographical writing relates to the process of racialisation (Kobayashi, 2003). The discussion of savages versus civilised humans (pp. 7–13, & 125) belies a far more extended discussion of race in human geography (Anderson, 2007; Kobayashi, 2003). Whereas race today is generally thought of as a socially constructed idea and that we all live racialised lives, (Jackson, 2003, p. 40) the notion of racial primitivism in New Holland (pp. 7, 12) prefaced the childlike or bestial constructs of 18th and early 19th century European mindsets. Theoretically, race was regarded as a means to differentiate human groups across space, by asserting the relative position of people according to their various skin colours (Kobayashi, 2003, p. 544). Although, somewhat paradoxically, the human race remained joined together in a united human family (monogenism) as descendants of Adam and Eve, a distinctive racial hierarchy was envisaged. The rise of scientific racism in the mid-19th century, based on the pseudo sciences of

phrenology (p. 54) and craniology, reinforced the notion that First Nations people were examples of the earliest stages of human evolution, where at the turn of the 20th century, “the natural custom of their race is one of vagrancy” (p. 196). Further, the exotic character of Australian flora and fauna that defied European classification, where its people were conceived as an integral part of nature, apparently unable to till the soil nor pasture animals (pp. 7, 221), challenged the ontological separation of humans from non-humans to the extent that race was conceived as innate difference (Anderson, 2007). Thus, the prevalence of many polygenist theories of separately created races and the construction of distinct racial hierarchies according to their perceived relative worth. Humanity was thus divided into biologically permanent significantly different (innate) types (races) with the most inferior and subordinate at the bottom, First Nations people, (pp. 61, 164–165) and the most powerful and superior, the Europeans, ascendant (pp. 175–176).

More fundamental to geography is the concept of space. At one level it can be argued that Cook’s expedition to New Holland exemplifies absolute space while First Nations people see space in relational terms (Hutchinson, 2020). Moreover, it is possible to expand the concept to examine the transparent space of the European settlers which contrasts with the apparently more opaque space of First Nations people. McKittrick (2006, p. 6) explains that transparent space refers to space that is readily observed, i.e., what we see is knowable and readily decipherable, a space free of traps or secret places. More importantly, transparent space privileges the socio-scientific white masculinity of the European settlers, and denies the more opaque material and metaphysical geographies of First Nations people. Hence, the carving up of First Nations land into discrete envelopes of private property – land ownership regimes that were defended by the Colonial Office. McKittrick argues that transparent space is contestable. It becomes a site of resistance for black geographies, both in conceptual and material terms. It becomes the very terrain of political struggle. *Many maps* contains many examples of the material geographies of First Nations people in relation to farming, fish traps and bush tucker (pp. 10, 31–32, 55–57, 72–73, & 122) and metaphysical geographies where fence lines containing odd, smelly animals “severed the walking, the song and dance lines” (p. 32).

Finally, another way of reading *Many maps* as a geographer relates to studies of fire in Australia. This time taken from an orientation towards physical geography, biogeography and an emerging field of pyrogeography (Bowman, 1998; Bowman & Murphy, 2011). Bowman (1998) showed that a growing body of research has shown that Aboriginal fire use is skilful and responsible for the functioning of ecosystems that were encountered by European colonists, exemplified by the efficacy of fire in producing the luxuriant grass sprinkled with yellow buttercups found near Mount Barker in 1829 (p. 24). Head (1994) in a paper on Aboriginal fire use in Northern Australia found that Aboriginal people, who have been forbidden to light fires, were distressed by prohibitions on starting landscape fires. By the 1840s it had become illegal for Noongar to light fires (p. 82) but as Noongar Elder Lynette Knapp remarked, “When you re-burn, we say, the land is reborn” (p. 31). In the 1850s, beyond the Darling Range, according to historian Don Garden, the settlers rewarded local tribes with gifts of

sheep and flour for a corroboree, when they consented to stop burning the bush (Garden 1979 cited in *Many maps*, p. 143). Bowman (1998, p. 390) maintained that fire was a powerful tool that Aborigines used methodically and purposefully over the landscape. Misunderstandings between European and First Nations cultures can be illustrated by the fact that traditional owners, returning to country to live on “outstations” in the Kimberley in the 1980s, once again used fire as “the best tool for regenerating and managing the country” (p. 287) whereas a hundred years earlier the settlers thought that the natives were trying to “burn them out” (p. 180).

As the back-cover blurb accurately recounts: “The First Australian Nations mapped their world in terms of a spiritual and environmental relationship to country and an animate sense of being. The maps in European heads often explored ways to obtain wealth for the Australian earth. *Many maps* traces both misunderstandings of land and culture in a continent that we both inhabit”.

This text is highly recommended for geography teachers across the curriculum.

**Nick Hutchinson**

Sydney, New South Wales

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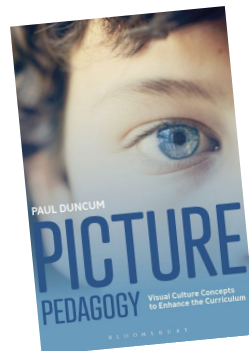
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## **Picture pedagogy: visual culture concepts to enhance the curriculum.**

**By Paul Duncum. Bloomsbury Academic Publishing, 2020,**

**225 pages, soft cover, ISBN 9781350144644**

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

As we delve further into the 21st Century, there is an ever-increasing importance placed on graphics and interactive technology, both in our everyday lives and in schools.

Paul Duncum’s new text *Picture pedagogy: visual culture concepts to enhance the curriculum* provides a fantastic perspective into the importance of graphics and visuals and how they can be used and understood for their intended meaning and audience.

As a teacher of design and photography as well as geography, I always ask students to examine the idea(s) behind the photographer or designer’s work to understand and acknowledge why the graphic or visual we are looking at came to be. What is its purpose and shock value? Will it be of value or use to others? Are infographics just a poster graphic or are they designed to be studied in detail like an artwork in a museum?

Duncum identifies that not all teachers place the same importance on visual communication skills and that students

need to have a stronger understanding of the importance of visuals and why they are so addictive, especially in the era of TikTok and Facebook social media platforms converting society to visual communication.

*Picture pedagogy* explores a variety of different social issues not only significant in geography, but also delves into the realms of the arts, languages, English, STEM and social studies suitable for middle and senior school curriculums.

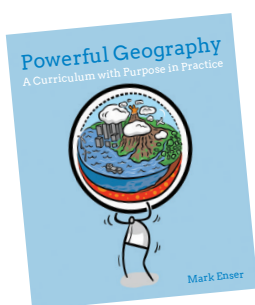
The book is engaging from beginning to end, exploring the notions of still photography, film, media representations, infographics, visual literacy, genres and visual culture as an ever-expanding topic of debate and social change. Duncum explores how in the classroom you can unpack the notions of visual seduction and aesthetics in graphics to consume the viewer and establish the difference between glancing and analysing the messages behind graphics ranging from the Art of the Renaissance to the Art of Film and importance of story in the world cinema.

Students of 2021 are visual learners and in a world of such frequent and ever-changing social media, teachers need to understand the importance of the power in visuals communicating information. As social beings, we learn not just through words, but through body language, interpretations and engagement, most of which is learned through the eyes and senses, which is why visual culture is the focus of this text.

At the end of each chapter there are guiding questions and activities you can use with your students based on any of the 10 topics highlighted in the text. If you teach geography, this resource would be relevant to the Australian Curriculum looking at the notions and ideas of interconnections, visual literacy, culture and social responses, ethical agendas and the aesthetics essential to conveying knowledge and ideas to others.

#### Michael Pretty

Salisbury East High School, South Australia



### ***Powerful geography: a curriculum with purpose in practice.***

**By Mark Enser. Crown House Publishing, 2021,**

**182 pages, soft cover,  
ISBN 9781785835117**

**<https://www.crownhouse.co.uk/>**

Mark Enser's book is a thought-provoking and challenging call to arms for geography teachers.

It demands of them, in Part 1, that they identify the *purpose* behind their teaching of geography and, in Part 2, that they fulfill this purpose through the means by which they deliver the geography curriculum in *practice*.

Neither of these tasks is simple but, for geography teachers burdened by overly prescriptive and constantly changing

national curricula, micro-managerialism, and pedagogical and political fads and fashions, this volume offers teachers both a partial explanation of the maelstroms in which they currently operate and some suggestions on how they might regain some agency and coherence in their own teaching practice.

Part 1 Purpose homes in on the geography curriculum through a consideration of what schools are for (Chapter 1), approaches to knowledge (Chapter 2), the historical development of school geography (Chapter 3) and “the shift in the ownership of curriculum creation from academic geographers through curriculum experts to politicians” (p.53), a process through which the subject of geography is all but lost sight of (Chapter 4), before articulating, in Chapter 5, a purpose for the geography curriculum. This purpose is based on the discipline's *big ideas* (e.g., space, place, scale etc.) and the (geo)capabilities (e.g., a better understanding of the natural and social worlds, the ability to go beyond the limits of one's personal experience etc.) that it can offer to those who study it.

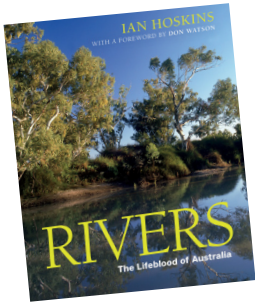
Part 2 Practice begins by contending that the content (Chapter 6) of geographical curricula should impart *powerful knowledge* which provides new ways of thinking, helps pupils to explain and understand the world, gives them power over what they know, enables them to join in conversations and debates, and gives them knowledge of the world. This requires a purposive selection of the places chosen for study (Chapter 7), of the sequencing (Chapter 8) of the topics included in the curriculum, and of the activities (Chapter 9, Doing geography), such as fieldwork, that the students undertake. In Chapter 10 (Geography for the 21st century), Enser acknowledges that geography curricula are constantly changing in a changing world but, as he argues in his conclusion (Chapter 11), it is only through the purposeful imparting of powerful knowledge that the process of “putting the (geography) teacher back into education” (p.169) can occur.

Although this work is written from a British perspective, the issues and concepts raised therein are equally relevant in the Australian context and the work of Australian geographer-educators such as Alaric Maude and David Wadley are extensively cited.

*Powerful geography* is a stimulating and provocative read which should give any Australian geography teacher considerable food for thought and, ideally, action.

#### Professor Roy Jones

Curtin University, Perth



## ***Rivers: the lifeblood of Australia.***

**By Ian Hoskins. National Library of Australia, 2020,**

**317 pages, hard cover,  
ISBN 9780642279569  
[https://bookshop.nla.gov.au/  
australian-books/home.do](https://bookshop.nla.gov.au/australian-books/home.do)**

The well-known travel writer George Farwell lamented in his 1967 book *Australian landscapes* that “No one has yet written of Australia in terms of its rivers” and pointed out how incongruous that neglect was, given the dryness of most of Australia and the pivotal role rivers played – and continue to play – in the human history of the continent.

Farwell's insight still holds half-a-century later, and Ian Hoskins' book on ten Australian rivers (or, more accurately, seven discrete rivers, a coupling of one river and its nearby cousin, and one massive river system) is a long-needed step in redressing that oversight. So how do you start to review such a potentially important book? Three topics stood out as matters that I thought I needed to address: (1) the choice of individual rivers; (2) the way in which each river or river system was treated from a factual perspective; and (3) the enjoyment the book might offer to the reader.

Even a country as dry as ours has a plethora of rivers, some permanent, some intermittent or ephemeral: the Geographical Names Board of New South Wales lists 439 rivers in that state alone. On what basis would you choose which ones to include and which ones to omit: on the basis of physiography, or climate type, or drainage basin, or seasonal flow regime? Each approach would throw up a different suite of rivers, and on page 29 Ian says that his choice was made in order to “traverse the history of Australia's rivers and the human relationships to them” and that “they collectively span the continent”.

The rivers thus examined are the Yarra, the Snowy, the Clarence, the Murray, the Ord, the Molongolo and the Franklin, as well as the South Alligator and East Alligator (considered together), and the vast array of semi-permanent streams in the Channel Country of south-west Queensland. This choice inevitably raises the question of what rivers, or types of rivers, have been omitted. In my mind the Finke of central Australia stands out as an important omission, and there's nothing from the massive south-western expanse of the country. But this is inevitably a personal choice and I fear that an author is probably going to be damned no matter whatever the selection.

In terms of the second matter, Ian's treatment of the various rivers is always illuminating: for example, his analysis of why the Snowy River was developed so intensively in the mid-20th century – for hydroelectric power to fuel burgeoning postwar industry, to meet irrigation needs in the Murray-Darling Basin, as a matter of national security – is even-handed and informative.

The third criterion: well, the book is beautifully written and beautifully illustrated. The text flows along as seamlessly as a

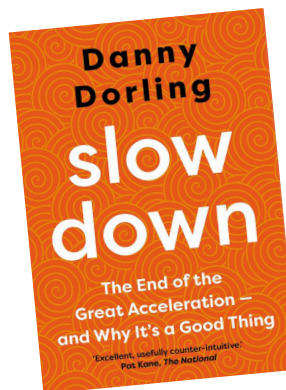
languid, lowland river in its floodplain, and the photographs, maps and other images present as much a pleasant surprise on each new page as the view you get when rounding a bend in a coastal river and gazing on a new reach.

Criticisms? Really only two. The first is that, as an ecologist, I'd like to have seen the place of rivers in the Australian landscape given greater emphasis in the introductory chapter. From an ecological perspective, rivers are not just the water in the stream channel: they are also its riparian zone and its floodplain, and the infinitely complex connections of the surface water with groundwater via the hyporheic zone. But this criticism must be tempered with the recognition that Ian takes an openly historical and social approach to his subject, and there are many ways to skin a cat. Second, a short collation of essential references for further reading at the end of each chapter would not have gone amiss, as this would allow the reader to follow-up the specific river system that took his or her fancy.

So, would I recommend this book? Yes, wholeheartedly. At just under \$50 it is a bargain, especially considering the exceptional standard of production: printed on high-quality paper, section-sewn binding, hundreds of full-colour figures. As a resource for geography teachers, it is well-nigh unique with regard to providing a social introduction to our country's rivers.

**Dr Paul I. Boon**

School of Geography, The University of Melbourne



## ***Slowdown: the end of the great acceleration – and why it's good for the planet, the economy, and our lives.***

**By Danny Dorling. Yale University Press, 2020,**

**339 pages, hard cover,  
ISBN 9780300243406  
<https://yalebooks.yale.edu/>**

*Slowdown* provides an optimistic view of the future and significant data to suggest that the growth we have experienced across the world is slowing down. As a result, the future may look different to the one we expect.

The book is divided into twelve chapters, each of which explores a specific topic such as debt, data and fertility and how their trends over time suggest, for the most part, a slowdown. The book also contains an appendix which explains how to draw and read the timelines that are prevalent within the book. The timelines are very different to traditional timelines and allow total change as well as the rate of change to be analysed.

The first chapter provides context for the future chapters by providing a brief history of population change including data detailing the current deceleration of population change. The



second chapter provides interesting case studies from around the world that students could easily connect with, providing reasons for moving to the countryside. This could be useful in the Year 8 classroom, when teaching migration and push and pull factors.

Dorling examines patterns of housing, automobile, and student debt, detailing their deceleration, using interesting case studies from the United States and United Kingdom.

Climate is analysed by providing an insightful overview of CO<sub>2</sub> emissions from 1750 to 2018 and contrasting these patterns with those of data and debt. The chapter on temperature examines the effects of the CO<sub>2</sub> emissions and Dorling uses a variety of data sets to demonstrate the linear relationship between carbon emissions and a rise in temperature. Demographic data such as population growth and slowdown are analysed at a worldwide perspective as well as specific areas of the world such as India and Japan.

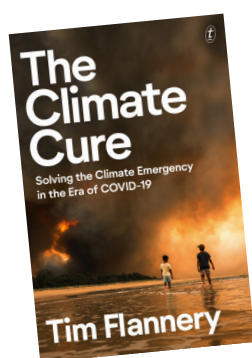
The chapter on fertility follows a similar rhythm to the other chapters, providing data from around the world and specific areas to compare fertility rates. Economics provides interesting data on a wide variety of data sets such as Gross Domestic Product, the price of gold, and housing prices to determine trends, and geopolitics looks at the influence of politics on society.

The last two chapters consider life and people and examine topics such as loss of biodiversity, inequality, worldwide life expectancy, and city centre growth.

*Slowdown* would be useful as a teacher resource, particularly in Year 10 and above. The book covers a wide variety of geographic concepts, in particular environment, interconnection, sustainability, scale, and change. It provides excellent data and interesting information which could be adapted for use in the classroom. Dorling has incorporated snippets of interesting information in each chapter as well as quantitative data to illustrate his points, which make the book easy to read and understand. I recommend this book.

**Sarah McGill**

Perth, Western Australia



***The climate cure: solving the climate emergency in the era of COVID-19.***

By Tim Flannery. Text, 2020,

224 pages, soft cover,  
ISBN 9781922330352

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

Tim Flannery's *The climate cure: solving the climate emergency in the era of COVID-19* covers the issues currently being faced by Australia in the Climate Crisis, as well as a thorough discussion of actions that must be completed to reduce this threat.

Flannery cements the discussion with comparisons to the ongoing COVID-19 pandemic, describing particularly how governments can act when faced with an immediate threat to lives. The book is particularly relevant given the recent release of the Sixth Assessment Report by the Intergovernmental Panel on Climate Change.

The book starts with a discussion of the effects of current Australian Government policy on climate change and the additional concerns that come from the 2019–2020 megafires that occurred just prior to the COVID-19 pandemic. Calling this section “The Great Australian Tragedy”, Flannery compares the lack of action on reducing the impacts of climate change with the fast action that has occurred in responding to the pandemic. He particularly goes into his concerns with the connection between the Australian Government and the fossil fuels sector and how the need to act on climate change comes down to reducing (and stopping) emissions from fossil fuels.

The second part of this book goes into “The Three-Part Cure”, describing the need to end Australia’s reliance on fossil fuels, the need to adapt to the increasingly hostile climate in Australia, and the need to use drawdown pathways to reduce the carbon dioxide concentration in the atmosphere. Flannery’s passion on the need to reduce the amount of coal being burned for electricity was obvious and I found the discussion of the use of hydrogen, as a major clean fuel source for the future, very interesting and informative.

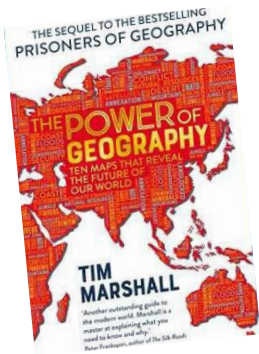
Flannery’s discussion of different drawdown measures (seaweed, carbon capture and carbon negative materials), compared to a vaccine for climate change, ended the book in a positive tone, indicating measures that can be taken to remove carbon dioxide from the atmosphere. The final actions summary helped to summarise his key arguments from the book and can be used as a call to action for what must be done by the Australian Government to act on this pressing crisis.

The link between the Climate Crisis and the COVID-19 pandemic helped to contextualise the inaction on climate change compared to the threat of the pandemic. It also discussed how quickly governments can act when required, which is in direct opposition to the action on the Climate Emergency. The discussion of methods to divest from fossil fuels is interesting and shows how we in Australia can very clearly reduce our reliance on this energy source.

I would recommend this book as an excellent additional information source for senior secondary geography teachers to continue their professional development on climate change. Whilst there is a significant political context, it coherently describes what must be done to solve this ever-increasing issue.

**Catherine Holmes**

Xavier College, Victoria



## ***The power of geography: ten maps that reveal the future of the world.***

By Tim Marshall, Elliott and Thompson, 2021,

352 pages, hard cover,  
ISBN 9781783965953  
<https://eandtbooks.com/>

Tim Marshall's 2016 book *Prisoners of geography* aimed to explain global politics using ten case studies accompanied by maps. In this sequel, as the subtitle suggests, his purpose is to use ten maps to "reveal the future of our world". Marshall, an experienced foreign correspondent, uses his background to explain the issues facing these locations. The scale of these studies is different, instead of covering continents and large regions of the world, here the concentration is mainly on specific countries. Eight countries, one region (the Sahel), and Space, all of these places containing the ingredients for possible future conflict, are included.

Each self-contained chapter follows the same pattern starting with a relief map of the specific place and its surrounding region; a description of its main physical features and how these factors have influenced its history, are still important and may influence the future activity. Other factors considered include: access to resources or conflict over resources, demography, climate and climate change, and the influence of culture, in particular, religion and ethnicity, and local and global politics.

Marshall outlines his main argument in the Introduction:

Geography is a key factor limiting what humanity can and cannot do. Yes, politicians are important but geography is more so. The choices people make, now and in the future, are never separate from their physical context. The starting point of any country's story is its location in relation to neighbours, sea routes and natural resource . . . Geography is not fate – humans get a vote in what happens – but it matters. (pp. xiii–xiv).

The main issues addressed include: Australia (relations with the United States and China); Iran (Shia/Sunni rivalry and influence in the Middle East); Saudi Arabia (impact of declining use of oil); United Kingdom (post-Brexit future); Greece (conflict with Turkey and the migrant crisis); Turkey (conflict with Greece, refugees, emerging power in the region); The Sahel (refugees, desertification, terrorism); Ethiopia (regional and internal conflicts and control of water resources); Spain (regional separatism); and Space (*ownership* and possible conflicts).

The chapters on Greece, Turkey and the Sahel are closely linked especially the factors influencing the movement of migrants from Africa to Europe. Similarly, the Iran and Saudi Arabia chapters examine their struggle for regional political and religious influence.

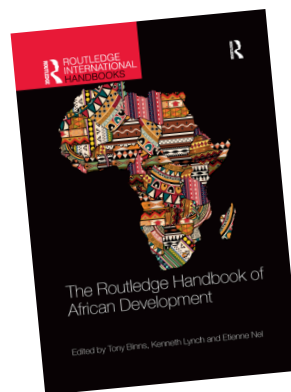
The relief maps are detailed, but the print appears to be darker than in the previous volume and some of the place names are hard to read. Not all places mentioned in the text are located on

the maps and the maps being spread over double pages affects their useability.

This is a very informative and detailed book, written in a very readable, accessible style with suggestions for recommended reading. While the title hints at revealing the future, much of each chapter is taken up with historical details.

The book is highly recommended as a background resource for geography, history and global politics teachers and for the general reader interested in gaining a more in-depth understanding of world issues and the important role of geography in aiding this understanding.

**John Ramsdale**  
Montmorency, Victoria



## ***The Routledge handbook of African Development.***

Edited by Tony Binns, Kenneth Lynch and Etienne Nel. Routledge, 2020,

700pages, soft cover,  
ISBN 9780367734831  
<https://www.routledge.com/>

This outstanding overview draws on the expertise of over fifty international scholars, focusing on their individual areas of specialisation, embracing the complex diversity of modern African development, albeit *African* is something of a misnomer as, but for occasional passing references to north African examples, the focus is primarily on sub-Saharan Africa.

The fifty essays are grouped under thematic sections: an introductory overview of approaches to development, the role of colonial and post-independence history, social perspectives such as gender, childhood, educational inequalities, development issues relating to health, access to medicine, food security, the role of new technology such as mobile phones, socio-economic inequities, foreign aid and debt burdens, globalisation and regionalism, ecosystems and environment, water rights, conservation, the ways in which *development* has been constructed, rural Africa, urban Africa, economic and political perspectives on development including such issues as national, international and corporate corruption, violence, conflict, and the role of international institutions and religion in shaping development. What runs through all the essays is the dynamic nature of the pitfalls and prospects that characterise the history and future of development in Africa.

Each individual essay presents both an overview of current scholarship and a historical review of seminal literature on its individual topic, thus prompting the reader into further research. Their contrasting disciplinary methodologies, analytical perspectives, philosophical clashes and very mixed projects for the future, provide further stimulus for the careful reader. The emphases on the complexities of African agency

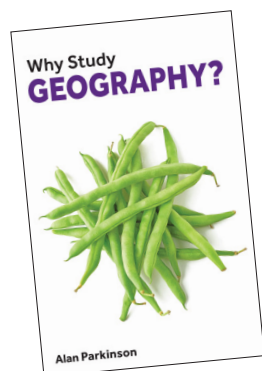
and their challenges to Western perceptions and assumptions, the culture clashes between Western and indigenous African norms and values, not simply in binary terms but increasing nuanced realities, invites reflection. One is continually confronted with the *paradox of plenty*, where the abundant natural resources of Africa have rarely been reflected in the lives of ordinary Africans. Many will find challenging their critique of neo-liberal structural adjustment impositions by the Bretton-Woods institutions, corporate corruption, the institutionalisation of exploitation in the name of *development* and the increasing and complex role of China in Africa.

What is invariably lost in such an overview are the individual complexities of the many different nations of Africa, based on arbitrary colonial borders, comprising many different ethnic and religious groups, varied rural and urban settings, each with its own colonial and post-independence experiences. Moreover, the case studies are almost exclusively of Anglophone countries and the bibliographies are predominantly comprised of English-language sources.

Readers will find much in this volume that resonates well beyond Africa, inviting comparisons with Asia, Latin America and the Pacific, a wealth of issues and ideas for further independent study and research.

**Associate Professor David Dorward (Retired)**

Honorary Associate, History Department, La Trobe University, Victoria



***Why study geography?***

By Alan Parkinson. London Publishing Partnership, 2020,

199 pages, soft cover,  
ISBN 9781913019150  
<https://londonpublishingpartnership.co.uk/>

Written by the incoming President of the United Kingdom's Geographical Association, this book is part of the *Why study* series aimed at students, parents and teachers. The series seeks to explain the range and scope of a subject at tertiary level and where it can lead in terms of careers or further study. This particular book also aims to encourage students to continue with geography studies to A level (Year 12 equivalent).

The book contains an introduction and eight chapters. The introduction sets out the seven key questions which the author seeks to address. These range from what geography involves, why it is important, what important skills and knowledge can be gained, and what careers are available which use those skills and knowledge. It was encouraging to read of the increased uptake of geography in England, Wales and Northern Ireland at both General Certificate of Secondary Education and A level which is, according to the author, a sign that the value of the subject is being increasingly recognised. The author also makes links to the global impact of COVID-19 and the importance of geographical studies in making sense of the impact of this in our globalised world.

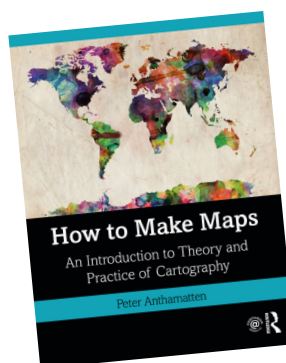
Probably the chapter of most interest to high school students and parents in Australia is Chapter 3: *Where can your geographical studies take you?* It discusses major skills developed in geography which are valued in the workplace as well as specific areas of employment such as the geospatial industry. In addition, the chapter outlines connections between geography and other subject areas such as engineering and economics. Chapter 4 then provides real-world examples of geographers and their career pathways.

Chapters 5 and 6 deal specifically with tertiary pathways in the United Kingdom so would be of less relevance to our Australian context. However, Chapter 7: *Why geography matters more than ever*, provides some strong arguments which teachers in Australia could use to promote this subject in their schools. The final chapter provides a wealth of suggested resources in terms of useful books, websites and podcasts.

This book makes interesting reading and helps reinforce the importance and relevance of geography. Australian students and parents are unlikely to wish to be drawn to it but the information contained within would be a valuable supplement for teachers to use to help promote the study of geography in schools.

**Trish Douglas**

Eltham College, Victoria



***How to make maps: an introduction to theory and practice of cartography***

By Peter Anthamatten. Routledge, 2020,

273 pages, eBook, ISBN  
9781315158426  
URL: <https://www.routledge.com/>

This book introduces the concepts and theories of modern cartography needed to make clear, coherent and useful maps. Students beginning tertiary studies in geospatial science are the target audience. The first part (chapters 1–3) examines the fundamental attributes of a map and the key decisions to be considered when making one. The central part (chapters 4–9) explores design principles, commonly-used projections and the types of maps they complement, current trends in 3D, animated and mobile mapping, and scholarship in cartography. The final part (chapters 10–12) focuses on the technical aspects of map production, including data gathering for input and refinement in GIS and graphics software. To conclude, the author provides samples of his fieldwork, giving the reader a feel for real-life scenarios when making maps for a client. An appendix called “Maps from the Wild” features a map gallery sourced from the internet. These maps are referenced throughout to demonstrate the diverse ways maps are used to communicate information in a globalised world.

There is a companion website to the book with practical exercises in map reading and basic map production using

spatial analytics software ArcGIS and graphics application Adobe Illustrator. The eBook and paperback editions are reasonably priced and I see potential for use as a teacher resource to prepare content for upper secondary classes in visual arts, humanities and digital technologies. There is a series of questions at the end of each chapter to prompt student discussion.

What I found most engaging about this book was the theoretical analysis, particularly the chapters on map projections and scholarship in critical cartography. The inherent contradiction of simplifying reality through distortion and evaluating the social and political power structures at play is fascinating. Historically, maps have been used to exert control over the environment and the people inhabiting it, but the power dynamic is shifting with the average citizen able to easily access, harness and contribute to open data. They can resist control by demonstrating an alternative geographical view that promotes democratic discourse and positive social and environmental change.

In order to convey information clearly on a map it is necessary to be highly selective. This inevitably results in a subjective perspective presented by the cartographer. With a proliferation of information readily available, the author emphasises that it is all the more important to find authoritative data and use it responsibly to provide a balanced narrative that is as accurate and honest as possible.

**Sarah Ryan**

Senior Librarian,  
State Library Victoria