USC

COURSE OUTLINE

ENP245 Landscapes, Place and People

Course Coordinator: Harriot Beazley (hbeazley@usc.edu.au)   **School:** School of Law and Society

2021 | Semester 2

USC Sunshine Coast
USC Moreton Bay

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

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

1. What is this course about?

1.1. Description

This course introduces the concept of 'reading the landscape' and the analysis of natural and cultural processes that shape landscapes and cultural identities, with a particular focus on Australian and Asian landscapes. Specific attention is paid to notions of place and place-identity, including the meanings people attach to particular places, how cultural practices are related to economic, political and social power, and how these are represented through the formation of our global imaginations. Within this framework conceptual issues related to population change, including migration, identity, and marginalisation, are also explored.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – on campus workshop - 2 hours per week for 10 weeks	2hrs	Week 2	10 times
Lecture – 1 hour live online lecture for timetable	1hr	Week 1	13 times

1.3. Course Topics

- Introduction to the Course
- Population Transformation
- Cultural Landscapes
- 'Place' as a concept
- Placemaking
- ABS and other data
- Landscapes of Power
- Landscapes of Resistance
- Smart Cities
- Soundscapes
- Landscapes of Memory
- Heritage Landscapes/ Landscapes of Tourism
- Landscapes of Death/ Dark Tourism

2. What level is this course?

> 200 Level (Developing)

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

3. What is the unit value of this course?

> 12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Apply theories and concepts in international and domestic settings and contexts.	Knowledgeable Creative and critical thinker
2 Systematically apply appropriate methods and tools of analysis when analysing issues pertaining to analysis of landscapes, place and people.	Creative and critical thinker Sustainability-focussed
3 Appraise the concepts taught in class with respect to the scales and perspectives of different stakeholders.	Creative and critical thinker Engaged
4 Convey concepts studied and researched to other stakeholders.Apply available on-line information and other relevant information to a real world setting.	Knowledgeable Empowered
5 Offer creative and equitable solutions to current issues and future prospects in analysis of people and place.	Sustainability-focussed

5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

> Not applicable

5.2. Co-requisites

> Not applicable

5.3. Anti-requisites

> Not applicable

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

> Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

> Standard Grading (GRD)

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

6.2. Details of early feedback on progress

Timely and detailed feedback is provided for each assessment. Feedback is provided both within text and general comments to build scholarly skills. Students are able to seek feedback through face-to-face discussion with the course coordinator. Tutorials will include extended discussion and review of the assessment task requirements and scope.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	30%	900 words	Week 4	Online Assignment Submission
All	2	Oral	Individual	25%	600 words per/person	Week 8	Online Assignment Submission
All	3	Report	Individual	45%	1500 words per/person	Week 13	Online Assignment Submission

All - Assessment Task 1: Online Assignment (based on weeks 1 - 4)

GOAL:	To consolidate yourunderstanding of introductory theories and concepts for the course	
PRODUCT:	Written Piece	
FORMAT:	This is a 600 word assignment requiring you to answer three questions which will be posted on Blackboard. This individual assignment is to confirm your understanding of introductory theories and concepts that are vital for following weeks. You will be expected to answer three questions. Each response should be around 300 words and will be a response framed in your own words. You should show your understanding of lecture material and the introductory readings. You do not need to undertake additional library research. You should reference the tutorial readings in your answer.	
CRITERIA:	**No.**	**Learning Outcome assessed**
	1 the degree to which it shows an understanding of the principles taught in class and readings discussed in tutorials	① ② ③ ④
	2 Degree of knowledge and understanding of the notion of natural and cultural landscapes	① ② ③ ④
	3 Extent to which key concepts are linked with examples that illustrate the answer	①
	4 Quality of presentation, grammar and spelling	④
	5 Adequate referencing to courses readings	③

All - Assessment Task 2: Situational Analysis Report - Early draft

GOAL:	This task is designed to give you early feedback on your Situational Analysis Report (Task 3). As such you will need to produce an early draft of your report. . Your draft report will demonstrate an understanding of the main theories and concepts taught in class, and describe some of the challenges facing populations in the region of your choice.
PRODUCT:	Oral
FORMAT:	Choose a local government area or province, in Australia or elsewhere, where there are diverse communities based on age, ethnicity, religion, culture, income etc. You are to adopt the role of a consultant for the local government or council and have been selected to conduct a situational analysis of the area. Through your research you will be expected to identify the different communities living in the area. For Task 3 You will be expected to write up the research as a report.

For Task 2 you will submit a draft report that provides the background to your situational analysis, including preliminary findings about the region, and your research plans in subsequent weeks. The report format will be discussed in class. You will receive feedback about your draft that will help you with your final report.

You are expected to undertake secondary literature/ library research to support your situational analysis of your chosen region.

The draft report should include:

An introduction to the chosen region

A map of the area;

A brief discussion of the issues and challenges for populations living there

There will be no lecture in week 8. This lecture timeslot will be run as a workshop, where you can bring your case study research to the class and discuss the key issues you have found in your region/ country.

From weeks 9-11 you will receive training in ABS data collection in order to provide a population overview of your chosen region.

Submission: Blackboard |

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Evidence of knowledge on the chosen region/ country	① ② ③ ④
	2	Evidence of effective ability to apply knowledge and appropriate skills and methods to complete the situational analysis	① ② ③
	3	Quality of work and thinking	④

All - Assessment Task 3: Situational Analysis Report

GOAL:	Situational Analysis Report of a chosen region using statistical data and other data sources - Final Report
PRODUCT:	Report
FORMAT:	This assessment will require expanding and improving the early draft of your situational analysis report. You will include any changes you have made based on the feedback you received; and the additional ideas you have developed and written about after consultation about your draft report. Your Final Report will include: An introduction; A map A population overview of your chosen region A discussion of some of the complexities you may face as a planner Details about the different services and activities that could be provided within the area Implications for planning based on your analysis. You will be assessed on the production of a Situational Analysis Report, based on your understanding of the tutorial readings, the key concepts taught in this course, ABS or other census data and other relevant data. Guidance on writing the report will be given during tutorial time. Submission: Blackboard

CRITERIA:	No.		Learning Outcome assessed
	1	demonstrated ability to use statistical data and other data	② ⑤
	2	ability to link these data to theories and key concepts taught in class	① ② ⑤
	3	level of independent research undertaken	③ ④ ⑤
	4	comprehensive synthesis of findings	① ② ⑤
	5	Ability to think innovatively about different information types	① ② ③ ④ ⑤
	6	quality of predictions or recommendations	④
	7	Quality of overall structure, grammar and spelling of report	③ ④
	8	Adequate referencing to course readings	③

7. Directed study hours

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

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

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

8.1. Prescribed text(s) or course reader

> There are no required/recommended resources for this course.

8.2. Specific requirements

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

9.   How are risks managed in this course?

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

10.   What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

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

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

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

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

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

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

10.3. Assessment: Submission penalties

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

10.4. Study help

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

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

10.5. Wellbeing Services

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

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

10.6. AccessAbility Services

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

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

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

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

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

10.8. General Enquiries

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

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au