

ENP245 Landscapes, Place and People

School: School of Law and Society

2026 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

**BLENDED
LEARNING**

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

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au 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 you to the links between space, place and time, and the historical, natural and cultural processes that shape cultural landscapes, and social identities. Different dimensions of geographical change in the modernising world are explored including population transformation, cultural landscapes, geographies of globalisation, landscapes of power, soundscapes, environmental histories, landscapes of memory, and placemaking (including the practical use of ABS data and the Sustainable Development Goals-SDGs). Within this framework connections are made between landscapes, people, culture and identity.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – weekly materials	1hr	Week 1	12 times
Tutorial/Workshop 1 – on campus workshops	2hrs	Week 1	10 times
ONLINE			
Learning materials – weekly materials	1hr	Week 1	12 times
Tutorial/Workshop 1 – Weekly online tutorials	2hrs	Week 1	10 times

1.3. Course Topics

- Introduction to cultural and population geography
- Population Transformations and migration
- Cultural Landscapes
- A Shrinking world ? Geographies of Globalisation
- Landscapes of Power
- Soundscapes
- Environmental Histories and Landscapes of memory
- Place
- Placemaking, Toponyms and Radical Placemaking/ Landscapes of Resistance
- ABS and SDGs (Sustainable Development Goals) and placemaking
- Smart cities and place-making

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 MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Learning & Teaching Council
1 Apply theories and concepts in international and domestic settings and contexts.	Knowledgeable Creative and critical thinker	1, 2, 3, 4, 5, 6, 7, 8
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	1, 2, 3, 4, 5, 6, 7, 8
3 Appraise the concepts taught in class with respect to the scales and perspectives of different stakeholders.	Creative and critical thinker Engaged	1, 2, 3, 4, 5, 6, 7, 8
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	1, 2, 3, 4, 5, 6, 7, 8
5 Offer creative and equitable solutions to current issues and future prospects in analysis of people and place.	Sustainability-focussed	1, 2, 3, 4, 5, 6, 7, 8

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN LEARNING & TEACHING COUNCIL	
1	Knowing: Demonstrate a coherent geographical understanding of trends, processes and impacts that shape Australian and other environments and/or societies at different spatial and temporal scales.
2	Knowing: Demonstrate an understanding of Geography as an academic discipline, including awareness of its concepts, history and principal subfields, whilst acknowledging the contested, provisional and situated nature of geographical understanding.
3	Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments.
4	Thinking: Recognise, evaluate and synthesise various views, arguments and sources of knowledge pertinent to solving environmental and social problems.
5	Investigating and problem solving: Resolve geographical questions by ethical means, applying evidence-based knowledge and appropriate research techniques, including those associated with field work.
6	Communicating: Communicate geographical perspectives and knowledge effectively to specialist and non-specialist audiences using appropriately selected written, oral and visual means.
7	Self-directing and collaborating: Contribute effectively as a member or leader of diverse teams working in geographical or multidisciplinary contexts
8	Self-directing and collaborating: Reflect on and direct their intellectual and professional development as geographers.

5. Am I eligible to enrol in this course?

Refer to the [UniSC 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

5.5. Microcredential Information

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%	1500 words	Week 4	Online Submission
All	2	Written Piece	Individual	30%	1500 words	Week 10	Online Submission
All	3	Report	Individual	40%	2000 words	Exam Period	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Short Answers Written Piece

GOAL:	To consolidate your understanding of introductory theories and concepts for the course	
PRODUCT:	Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	This is a 1500 word assignment requiring you to answer three questions which will be posted on Canvas. 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 500 words and will be a response framed in your own words. You should show your understanding of learning materials and the introductory readings. You should reference the tutorial readings in your answer, but you do not need to undertake additional library research.	
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
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy	

All - Assessment Task 2: Short Answer Written Piece

GOAL:	To consolidate your understanding of theories and concepts for the second half of the course	
PRODUCT:	Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	This is a 1500 word assignment requiring you to answer three questions which will be posted on Canvas. This individual assignment is to confirm your understanding of theories and concepts that are vital for the following weeks. You will be expected to answer three questions. Each response should be around 500 words and will be a response framed in your own words. You should show your understanding of learning materials and readings. You should reference the tutorial readings in your answer, but you do not need to undertake additional library research.	
CRITERIA:	No.	Learning Outcome assessed
	1	The degree to which an understanding of the principles taught in class and readings discussed in tutorials is demonstrated 1 2 3 4
	2	Demonstrates an understanding of the principles taught in class and readings discussed in tutorials 1 2 3
	3	Quality of presentation, grammar and spelling 4
	4	Extent to which key concepts are linked with examples that illustrate the answer 1 2
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy	

All - Assessment Task 3: Placemaking Proposal

GOAL:	Report of a chosen region using ABS data and other data sources																						
PRODUCT:	Report																						
AUTHORSHIP STATEMENT:																							
FORMAT:	<p>Choose a region in Australia or elsewhere, where there are diverse communities and cultural landscapes based on ABS data, including age, ethnicity, religion, culture, or income/ poverty etc.</p> <p>You are to adopt the role of a consultant who has been selected to conduct an analysis of the region.</p> <p>In your analysis you are to provide an historical overview of the region and the historical and modernisation processes that have resulted in the cultural landscape it is today</p> <p>You are then to identify two sustainable development challenges faced by the local population (based on the SDGs) and to offer recommendations for support in sustainable development, including placemaking activities.</p> <p>You will be expected to write up a report that provides information about your chosen region, and recommendations for place-making.</p> <p>You are expected to undertake secondary literature/ library research to support your situational analysis of your chosen region.</p> <p>You will be assessed on the production of a Report, based on your understanding of the learning resources, tutorial readings, and the key concepts taught in this course.</p> <p>Guidance on writing the report will be given during tutorial time.</p> <p>This final seminar will be a workshop, where you can bring your case study research to class and discuss the key issues you have found in your region, and your placemaking proposal</p>																						
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>demonstrated ability to use statistical data and other data</td> <td>2 5</td> </tr> <tr> <td>2</td> <td>ability to link these data to theories and key concepts taught in class</td> <td>1 2 5</td> </tr> <tr> <td>3</td> <td>level of independent research undertaken</td> <td>3 4 5</td> </tr> <tr> <td>4</td> <td>comprehensive synthesis of findings</td> <td>1 2 5</td> </tr> <tr> <td>5</td> <td>Quality of overall structure, grammar and spelling of report</td> <td>3 4</td> </tr> <tr> <td>6</td> <td>Adequate referencing to course readings</td> <td>3</td> </tr> </tbody> </table>	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	Quality of overall structure, grammar and spelling of report	3 4	6	Adequate referencing to course readings	3	
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GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy																						

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. 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 Canvas 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 will be found for this course on Canvas site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of the 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

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

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

10.4. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)