

ENP245 Landscapes, Place and People

School: School of Law and Society

2022 | Semester 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.

Please go to usc.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 the concept of 'reading the landscape' and the analysis of the historical, natural and cultural processes that shape landscapes and cultural identities. Attention is paid to notions of place and place-identity, how cultural landscapes are related to economic, political and social power, and how they are represented through the formation of our global imaginations and the ways regions transform. Within this framework conceptual issues related to population change, including migration, identity, marginalisation, scale, and place-making are also explored.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – weekly materials	13hrs	Week 1	13 times
Tutorial/Workshop 1 – on campus workshop - 2 hours per week for 10 weeks	2hrs	Week 2	10 times
Seminar – All cohort seminars to replace weekly tutorial, weeks 1, 7 and 13.	2hrs	Week 1	3 times
ONLINE			
Seminar – 3 seminars online weeks 1, 7 and 13	2hrs	Week 1	3 times
Learning materials – weekly materials	1hr	Week 1	13 times

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
Tutorial/Workshop 1 – Weekly online tutorials	2hrs	Week 1	10 times

1.3. Course Topics

- Introduction to cultural and development geography
- Globalisation, development and under-development
- Colonialism, post-colonialism and development
- Theories of development
- HDIs (Human Development Indicators) and SDGs (Sustainable Development Goals)
- Gender, culture and development
- Historical processes, modernisation and cultural landscapes
- International migration and employment
- Environmental histories and soundscapes
- Place and Placemaking
- Urban, rural, and environmental development
- Smart cities and place-making
- Course Overview

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	

CODE	COMPETENCY
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

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%	600 words	Week 4	Online Submission
All	2	Written Piece	Individual	30%	600 words	Week 10	Online Submission
All	3	Report	Individual	40%	1500 words	Exam Period	Online Submission

All - Assessment Task 1: Online Assignment (Choose Three Short Answers)

GOAL:	To consolidate your understanding 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 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 200 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

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	
FORMAT:	This is a 600 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 200 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

All - Assessment Task 3: Report

GOAL:	Report of a chosen region using statistical data and other data sources														
PRODUCT:	Report														
FORMAT:	<p>Choose a region in Australia or elsewhere, where there are diverse communities and cultural landscapes based on Human Development Indicators (HDI), 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 at least two sustainable development challenges faced by the local population (based on the SDGs) and to offer recommendations for support in sustainable development, including possible placemaking activities.</p> <p>You will be expected to write up a report that provides information about your chosen region, and recommendations for support, including 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, ABS or other relevant data.</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 place-making recommendations.</p>														
CRITERIA:	<table border="1"> <thead> <tr> <th style="text-align: left;">No.</th> <th style="text-align: right;">Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1 demonstrated ability to use statistical data and other data</td> <td style="text-align: right;">2 5</td> </tr> <tr> <td>2 ability to link these data to theories and key concepts taught in class</td> <td style="text-align: right;">1 2 5</td> </tr> <tr> <td>3 level of independent research undertaken</td> <td style="text-align: right;">3 4 5</td> </tr> <tr> <td>4 comprehensive synthesis of findings</td> <td style="text-align: right;">1 2 5</td> </tr> <tr> <td>5 Quality of overall structure, grammar and spelling of report</td> <td style="text-align: right;">3 4</td> </tr> <tr> <td>6 Adequate referencing to course readings</td> <td style="text-align: right;">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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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:

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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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.

10.7. 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.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au