

# ENP245 Landscapes, Place and People

**School:** School of Law and Society

2023 | 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](http://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 you to the impact of globalisation, the links between space, place and time, and the historical, natural and cultural processes that shape landscapes, cultural identities and development. Different dimensions of geographical change in the modernising world are explored through the lens of globalisation, including colonization, industrialisation, rural development, urbanization, marginalisation, and development ideologies (including 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
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – weekly materials	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – on campus workshop - 2 hours per week for 12 weeks	2hrs	Week 1	12 times
<b>Seminar</b> – on campus all of cohort seminar- Week 1 and week 13	1hr	Week 1	2 times
<b>ONLINE</b>			
<b>Seminar</b> – 2 seminars online weeks 1 and 13	1hr	Week 1	2 times
<b>Learning materials</b> – weekly materials	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Weekly online tutorials	2hrs	Week 1	12 times

### 1.3. Course Topics

- Introduction to cultural and population geography
- Population Transformations and migration
- Historical processes, modernisation and cultural landscapes
- Geographies of Globalisation (Colonialism, post-colonialism)
- Environmental histories and landscapes of memory
- Soundscapes
- Place and Placemaking
- SDGs (Sustainable Development Goals) and Placemaking
- Toponyms and placemaking
- Sustainable Heritage and Tourism
- 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.

CODE	COMPETENCY
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%	750 words	Week 4	Online Submission
All	2	Written Piece	Individual	30%	750 words	Week 10	Online Submission
All	3	Report	Individual	40%	2000 words	Exam Period	Online Submission

**All - Assessment Task 1:** Short Answers Written Piece

<b>GOAL:</b>	To consolidate your understanding of introductory theories and concepts for the course		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	This is a 750 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 250 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.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	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
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy		

**All - Assessment Task 2:** Short Answer Written Piece

<b>GOAL:</b>	To consolidate your understanding of theories and concepts for the second half of the course		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	This is a 750 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 250 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.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	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
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy		

### All - Assessment Task 3: Placemaking Proposal

<b>GOAL:</b>	Report of a chosen region using ABS data and other data sources														
<b>PRODUCT:</b>	Report														
<b>FORMAT:</b>	<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>														
<b>CRITERIA:</b>	<table> <thead> <tr> <th>No.</th><th>Learning Outcome assessed</th></tr> </thead> <tbody> <tr> <td>1 demonstrated ability to use statistical data and other data</td><td>2 5</td></tr> <tr> <td>2 ability to link these data to theories and key concepts taught in class</td><td>1 2 5</td></tr> <tr> <td>3 level of independent research undertaken</td><td>3 4 5</td></tr> <tr> <td>4 comprehensive synthesis of findings</td><td>1 2 5</td></tr> <tr> <td>5 Quality of overall structure, grammar and spelling of report</td><td>3 4</td></tr> <tr> <td>6 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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5 Quality of overall structure, grammar and spelling of report	3 4														
6 Adequate referencing to course readings	3														
<b>GENERIC SKILLS:</b>	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:

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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:studentcentral@usc.edu.au)