

ENP300 Culture and Identity in Cities and Regions

School: School of Law and Society

2026 | Trimester 1

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.

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

In this advanced course you will gain deeper knowledge on spatial justice theory and concepts related to culture and identity in cities and regions. You will explore and uncover knowledge in interactive hands-on exercises that are rooted in foundational insights on a range of modules and themes such as human rights, ethnicity, indigenous perspectives and decolonising design. Alignment between progressive thinking and doing will set you up on a pathway in which you can approach complex problems in planning and design practice towards contributing to the realisation of the seven generation civics.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1 – On campus tutorial	2hrs	Week 1	11 times
Learning materials – 5 modules over the period of 12 weeks	1hr	Week 1	11 times

1.3. Course Topics

- Indigenous and first nations perspectives
- Ethnicity
- Human rights
- Decolonising design
- Right to the city
- Spatial practices
- Urban sociology
- Social and cultural planning
- Critical anthropology

2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

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...	Education for Sustainable Development Goals
1 Identify and interpret knowledge associated with spatial justice in the context of culture and identity in cities and regions.	Knowledgeable Empowered Ethical	1, 2, 3, 4, 5, 9, 10, 11, 16
2 Outline theory, concepts and the need for and use of qualitative and post-qualitative data to decolonise professional planning and design practices by examining the implementation of current strategies.	Knowledgeable Creative and critical thinker Empowered Ethical	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.2.2, 4.3.2, 4.3.4, 4.3.5, 4.1, 4.2
3 Perform critical evaluation of contemporary practices and develop a strategy based on creative thinking and doing skills as well as collaborative learning on issues related to culture and identity in cities and regions.	Creative and critical thinker Empowered Ethical Engaged	11
4 Describe and reflect on personal values and professional practice to demonstrate a capacity to effectively communicate the subject matter.	Ethical Engaged Sustainability-focussed	1.1.4, 1.2.4, 3.2.4, 4.1.2

* Competencies by Professional Body

CODE	COMPETENCY
EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS	
1	No poverty: End poverty in all its forms everywhere
1.1.4	The learner understands how extremes of poverty and extremes of wealth affect basic human rights and needs.
1.2.4	The learner is able to identify their personal experiences and biases with respect to poverty.
2	Zero Hunger: End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3	Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages
3.2.4	The learner is able to create a holistic understanding of a life of health and well-being, and to clarify related values, beliefs and attitudes.
4	Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
4.1.1	The learner understands the important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving people's lives and in achieving the SDGs

CODE	COMPETENCY
4.1.2	The learner understands education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights.
4.1.3	The learner knows about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities.
4.1.4	The learner understands the important role of culture in achieving sustainability.
4.1.5	The learner understands that education can help create a more sustainable, equitable and peaceful world.
4.2.2	The learner is able through participatory methods to motivate and empower others to demand and use educational opportunities.
4.3.2	The learner is able to promote gender equality in education.
4.3.4	The learner is able to promote the empowerment of young people.
4.3.5	The learner is able to use all opportunities for their own education throughout their life, and to apply the acquired knowledge in everyday situations to promote sustainable development.
4.1	Cognitive Learning objectives for “Quality Education”
4.2	Socio-emotional Learning objectives for “Quality Education”
5	Gender Equality: Achieve gender equality and empower all women and girls
9	Industry, Innovation and Infrastructure: Build infrastructure, promote inclusive and sustainable industrialization and foster innovation
10	Reduced Inequalities: Reduce inequality within and among countries
11	Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient and sustainable
16	Peace, Justice and Strong Institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

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

Formative feedback on academic progress progressively throughout the course

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	1a	Journal	Individual	0%	300 words per module (module 1 and 2) total 600 words	Week 4	Online Assignment Submission with plagiarism check
All	1b	Journal	Individual	30%	300 words per module (module 3, 4 and 5) total 900 words - At least one high quality entry and commentary on Padlet board on each of the 5 modules progressively entered throughout the course.	Week 12	Online Assignment Submission with plagiarism check
All	2	Report	Individual	30%	2000 words total (excluding references).	Week 8	Online Assignment Submission with plagiarism check
All	3	Portfolio	Individual	40%	3 x A1 panels and oral presentation (15 minutes)	Week 12	Online ePortfolio Submission

All - Assessment Task 1a: Creative ethnographic diary

GOAL:	To demonstrate evidence of how theory and practice inform each other and related to your own ethics and ontology of practice.		
PRODUCT:	Journal		
AUTHORSHIP STATEMENT:			
FORMAT:	Write a personal diary entry on each module addressing a current planning/ design practices in relation to culture, identity and just cities, and comment and explain how the theory(including ethics) critically can be applied in your own practice and others. There will be formative feedback on the structure and progress in week 4.		
CRITERIA:	No.		Learning Outcome assessed
	1	Demonstrated understanding of theory and concepts (which could include ethics).	3 4
	2	Demonstrated criticality of application of concepts and theory to address an issue in practice (personal and professional)	1 3 4
	3	Succinct written and visual communication.	4
GENERIC SKILLS:			

All - Assessment Task 1b: Creative ethnographic diary (full) and discussion contribution

GOAL:	To demonstrate evidence of how theory and practice inform each other and related to your own ethics and ontology of practice.	
PRODUCT:	Journal	
AUTHORSHIP STATEMENT:		
FORMAT:	Complete writing a personal reflective diary on each module addressing a current planning/design practices in relation to culture, identity and just cities, and comment and explain how the theory (including ethics) critically can be applied in your own practice and others. The full journal with all 5 module entries and evidence of active discourse contribution in the padlet board will be assessed.	
CRITERIA:	No.	Learning Outcome assessed
	1 Demonstrated understanding of theory and concepts (which could include ethics).	3 4
	2 Demonstrated criticality of application of concepts and theory to address an issue in practice (personal and professional)	1 3 4
	3 Succinct written and visual communication as well as active discourse contribution.	4
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Information literacy	

All - Assessment Task 2: Strategy paper

GOAL:	To analyse a contemporary planning and design issues and develop a strategic approach on the topic of decolonisation related to the issue making use of actions plans, methods, tools and/ or policy amendments.	
PRODUCT:	Report	
AUTHORSHIP STATEMENT:		
FORMAT:	Imagine you are a cultural planning consultant working for a client such as a council or corporate entity. Write a strategy for executive staff and officials recommending how to address a culture and identity issue (e.g spatial justice, equity, ethnicity, intergenerational justice, decolonial practices) through introduction of action plans, tools and methods that are not yet readily available. Your strategic will include: 1) An analysis of how the issue is identified in the literature, and assess relevant policy approaches, as well as the existing strategies of the client consistency with best practice and novel concepts and emerging ideas. 2) Examples of how the relevant concepts and ideas can contribute to a practice shift of the client and make recommendations how the strategy could be implemented (regulatory and non-regulatory such as corporate plan).	
CRITERIA:	No.	Learning Outcome assessed
	1 Critical analysis of issues of spatial justice in the context of culture and identity in cities and reference to best practice from literature.	1 2 3
	2 Demonstrated understanding of the existing planning challenges, human rights, applicability to current professional and institutional practice, and appropriateness of alternative solutions for the client.	1 3 4
	3 Succinct well-structured written communication.	4
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy	

All - Assessment Task 3: Creative portfolio and presentation

GOAL:	To learn how to apply novel communication methods that are aligned with decolonising design approaches and tools to convincingly tell a transformative story on complex emerging issues related to culture and identity for just cities.	
PRODUCT:	Portfolio	
AUTHORSHIP STATEMENT:		
FORMAT:	Prepare a compelling panel portfolio that captures relevant ideas (one foundation theory), at least two key concepts (e.g. culture, meaning, or identity) and map out innovative approaches (novel practices, methods or tools) on your suggested pathway in which a shift towards decolonising our contemporary planning and design practice should occur. The group can make use of qualitative and post-qualitative data (interactive component) to tell the story of spatial justice by focusing on either a particular ethnic group or a generalisable topic (e.g. loss of community). As a group you will prepare 3 x A1 panels and present orally your story to a captured audience. Panel one needs to be framed around space, the second panel around time and the third around action for togetherness. Presentation length is 15 minutes maximum	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstration of knowledge and application of advanced theory and novel approaches to inform recommendations to engage with the topic decolonising planning and design practice for just cities. 1 2
	2	Develop a portfolio that critically analysis and applies of relevant key concepts on selected, issues related to contemporary practices and evidence to to inform more progressive strategies and practices. 3 4
	3	Succinct written, visual and oral communication. 1 2 4
	4	Develop collaborative team work competencies in assisting the process to solve a 'wicked' problem 2 3 4
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

Material and printing associated with 3 x A1 posters,
Laptops and padlet devices

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](#)