PLAN2004 Equitable Cities - 2024

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General Course Information

Course Code : PLAN2004
Year : 2024
Term : Term 2
Teaching Period : T2
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Built Environment
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Undergraduate
Units of Credit : 6

<u>Useful Links</u>

[Handbook](#) [Class Timetable](#)

Course Details & Outcomes

Course Description

Equitable Cities examines contemporary issues facing planners working in a diverse and complex society. It engages with the broader social, economic and cultural shifts which are continually reshaping the neoliberal city. You will consider questions of spatial disadvantage, social exclusion, spatial justice and equity, and rights to the city.

Change in the built environment invariably impacts on disadvantaged and disenfranchised groups disproportionately. As planners we must steward the future direction of our cities and communities in ways which value and foster diversity, and make decisions which affect the built environment's ability to support healthy behaviour.

The course explores the role and capacity of current planning frameworks to achieve more equitable and health supportive outcomes, including the preparation of community strategic plans, the use of social and health impact assessments, as well as more creative interdisciplinary and bottom-up consultative approaches and working practices.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain the role of planning in social wellbeing and health.
CLO2 : Analyse how equity and concerns regarding wellbeing are addressed in planning activity.
CLO3 : Assess diversity and difference within communities in relation to the demands upon and outcomes of planning processes.
CLO4 : Reflect on your attitudes, beliefs, assumptions and value judgements in relation to how they influence and impact upon your planning approach.
CLO5 : Identify and synthesise priority issues relevant to preparation of social and health impact assessments.

Course Learning Outcomes	Assessment Item
CLO1 : Explain the role of planning in social wellbeing and health.	• Equity and Wellbeing Presentation
CLO2 : Analyse how equity and concerns regarding wellbeing are addressed in planning activity.	• Planning Practice Reflection • Social Impact Assessment (SIA) • Equity and Wellbeing Presentation
CLO3 : Assess diversity and difference within communities in relation to the demands upon and outcomes of planning processes.	• Social Impact Assessment (SIA) • Equity and Wellbeing Presentation
CLO4 : Reflect on your attitudes, beliefs, assumptions and value judgements in relation to how they influence and impact upon your planning approach.	• Planning Practice Reflection
CLO5 : Identify and synthesise priority issues relevant to preparation of social and health impact assessments.	• Social Impact Assessment (SIA)

Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

Learning and Teaching in this course

The course is delivered through lectures and tutorials. The lectures provide foundational knowledge and are built upon in the tutorials through discussions and group work.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Planning Practice Reflection Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Week 9: 22 July - 28 July
Equity and Wellbeing Presentation Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: Week 5: 24 June - 30 June
Social Impact Assessment (SIA) Assessment Format: Group	30%	Start Date: Not Applicable Due Date: Week 10: 29 July - 04 August

Assessment Details
Planning Practice Reflection

Assessment Overview

You will draft a positionality statement and a written reflection on possible influences and impacts on your planning approach based on your values and beliefs, and how these influences and impacts can be addressed where necessary. Grading will be done against assessment criteria accompanied by written feedback.

Course Learning Outcomes

- CLO2 : Analyse how equity and concerns regarding wellbeing are addressed in planning activity.
- CLO4 : Reflect on your attitudes, beliefs, assumptions and value judgements in relation to how they influence and impact upon your planning approach.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Equity and Wellbeing Presentation

Assessment Overview

You will select an equity or healthy planning topic, which will be researched in detail and presented in a recorded slide show with accompanying text. Grading will be done against assessment criteria accompanied by written feedback.

Course Learning Outcomes

- CLO1 : Explain the role of planning in social wellbeing and health.
- CLO2 : Analyse how equity and concerns regarding wellbeing are addressed in planning activity.
- CLO3 : Assess diversity and difference within communities in relation to the demands upon and outcomes of planning processes.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Social Impact Assessment (SIA)

Assessment Overview

Working with peers as a 'consultant group' on a large proposed Australian project, you will identify the proposal's detailed social and health issues to enable the future preparation of a Social Impact Assessment (SIA). Grading will be done against assessment criteria accompanied by written feedback.

Course Learning Outcomes

- CLO2 : Analyse how equity and concerns regarding wellbeing are addressed in planning activity.
- CLO3 : Assess diversity and difference within communities in relation to the demands upon and outcomes of planning processes.
- CLO5 : Identify and synthesise priority issues relevant to preparation of social and health impact assessments.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

General Assessment Information

For assessment tasks in this course, you may only use AI-based software to research and prepare prior to writing your assessment. You are permitted to use standard editing and

referencing functions in word processing software in the creation of your submission (note: this is limited to spelling and grammar checking and reference citation generation). You must not use any functions that generate or paraphrase or translate passages of text, whether based on your own work or not. Please note that your submission will be passed through an AI-generated text detection tool. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Module	Introduction to equity and wellbeing principles
Week 2 : 3 June - 9 June	Module	Diversity in the City
Week 3 : 10 June - 16 June	Fieldwork	Fairfield Council Fieldtrip
Week 4 : 17 June - 23 June	Module	Emotions and Planning
Week 5 : 24 June - 30 June	Module	Social Impact Assessment
Week 6 : 1 July - 7 July	Other	Flexibility Week
Week 7 : 8 July - 14 July	Module	Equity and Planning Practice
Week 8 : 15 July - 21 July	Fieldwork	Greenway Fieldtrip
Week 9 : 22 July - 28 July	Module	Housing Equity
Week 10 : 29 July - 4 August	Module	Equitable Planning for the Future

Attendance Requirements

You are expected to be regular and punctual in attendance at all classes for the School of Built Environment courses in which you are enrolled. If and where individual courses have specific attendance requirements, these will be stated in the course outline.

If you do not attend, engage, or participate in scheduled class activities, including lectures, tutorials, studios, labs, etc, you run the risk of failing a course.

If illness or unexpected and beyond your control circumstances prevent you from completing a task on time, or substantially disturb your assessment performance, you should apply for Special Consideration, as soon as practicable, accompanied by appropriate documentation.

No special consideration will be provided if you miss out on essential course information and materials, or if you miss assessment tasks and deadlines due to unexplained absences or an unapproved lack of attendance.

You may be advised by the Course Convenor to withdraw from the course if significant learning activities are missed.

Course Resources

Course Evaluation and Development

We encourage and support students to maintain regular contact with the course convenor to provide informal feedback throughout the course. For specific issues or detailed feedback, please arrange a meeting with the course convenor via email.

In this course there is an option for students to provide anonymous feedback via the course's Moodle page, which is directly sent to the convenor. As a final step, students are invited to share their insights and experiences by completing the MyExperience survey. The feedback gathered each year is integral to the continuous enhancement and development of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Caitlin Buckle		Red Centre West Wing 4003		Email for appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;

- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for

research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with

any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School Contact Information

beadmin@unsw.edu.au