



GEOP181

Urban Planet: Cities and Planning in the Anthropocene

S2 External 2016

Department of Geography and Planning

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor and Lecturer

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W3A 418

Please email me to make an appointment

Tutor

Ashraful Alam

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Credit points

3

Prerequisites

ENVG111 or GEOS111 or GEOP111

Corequisites

Co-badged status

Unit description

The unit focuses on two big ideas: urbanisation and the Anthropocene. For the first time in human history, over half of the world's population live in cities. Urbanisation and the political, cultural and economic structures that sustain urban life are key drivers of global environmental change. The unit asks the question: how are we to imagine, plan and govern cities in the Anthropocene era? What solutions to global environmental change might cities offer? Key dimensions of urban planning theory, philosophy and practice are covered, including: urban cultures, urban infrastructures and mobilities, social change and social justice, urban political economy, governance and urban ecology. Students will have the opportunity to link theory and practice through real-world projects, where Sydney will become 'living laboratory' for engaging with our urban planet.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. Demonstrate knowledge of the key philosophies of planning and how these influence contemporary urban policies and debates
2. Use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
3. Articulate the diverse and changing skills required by practising planners in the context of global social and environmental change
4. Formulate and apply ethical and socially engaged planning principles through an independent investigation of a local urban context
5. Demonstrate development in communication skills, specifically those of writing and the visual and verbal presentation of work and ideas

General Assessment Information

There are five assessment tasks associated with this unit. But don't panic! Some of these tasks are associated with attendance and active participation in your online class, rather than formal written assignments. The assessment in GEOP181 focuses on two key areas:

(1) Developing foundational skills and knowledges for understanding urban dynamics, spaces and places through the exploration and application of urban theory to urban/ regional spaces, and

(2) Developing foundational skills in the written, verbal and visual communication of spatial / urban planning concepts and ideas

The assessment tasks for this unit cover a range of activities and are listed below. Please make sure that you check the GEOP181 iLearn website for additional information about the assessment items, including detailed instructions, marking criteria and marking guides.

A note on participation tasks (assessment items 4 and 5).

The lectures will be recorded and made available to off-campus through Echo360 on iLearn. Lectures slides will be posted under the weekly topic headings. Please note that it is **compulsory** to participate in scheduled online activities that have been specially designed for off-campus students. These include: the field project activity in week 5, the role-play/case study in week 10 and the student conference in week 12.

Role-play/Case and Urban Futures Student Conference for Off-Campus Students

Assessment task 5 is associated with your "participation" marks for the unit and will involve your participation in a Week 10 role play (5%) and your attendance and participation in the student conference in Week 12. In order to receive these marks you must attend "class" and you will need to take an active role in the sessions. If you miss any of these sessions, you will need to have a very good reason and provide Donna with a medical note or documentation that is

consistent with Macquarie University's "Disruption to Studies" policy (see policies and procedures below). The Urban Futures Student Conference is your final piece of assessment for the unit (there is no final exam for this unit) and it is very important to your final result in GEOP181 that you take this exercise very seriously and be generous in your time and attention to other students presenting their work.

Handing in and receiving back your assignments via Turnitin

Unless otherwise specified, all assignments should be submitted online through Turnitin on the GEOP181 iLearn site. A Turnitin link will be provided for each assignment task (with the exception of the blog entry associated with the student conference). The Turnitin link can be found in the right sidebar on the main page. Please make sure that all assignments are submitted on time - by 5pm on the due date. Donna will post an announcement on iLearn when the marks are released back via Turnitin, so please make sure that you check iLearn and your Macquarie student email regularly throughout the semester to keep up-to-date with important notices and instructions, feedback and marks for your assignment.

Penalties for late assignments

Late assignments will be penalised with the deduction of 10% of the total mark per day the assignment is late (this includes weekends). Extensions will only be granted in exceptional circumstances. Please refer to Macquarie University "Disruption to Studies" policy for guidance and contact Donna as soon as possible if you are experiencing circumstances that are preventing you from completing your assessments on time.

Assessment Tasks

Name	Weighting	Due
<u>Critical Review</u>	20%	5pm, Fri Sept 2 (Week 5)
<u>Urban Field Project</u>	35%	5pm Fri Oct 16 (Week 10)
<u>Urban Futures Conference</u>	20%	Week 12
<u>Planning keyword</u>	15%	Weeks 3-11
<u>Active participation</u>	10%	weeks 10 and 12

Critical Review

Due: **5pm, Fri Sept 2 (Week 5)**

Weighting: **20%**

The lectures and tutorials in weeks 2, 3 and 4 introduce three key urban planning doctrines which have profoundly influenced planning knowledge and practice. Your task is to choose **one** planning doctrine (**planning the ideal city; modern rational planning or participatory/ deliberative planning**) and write a 1200 word critical review of the key ideas and thinkers that have shaped the planning doctrine. You will be asked to discuss the strengths and limitations of

the doctrine. **Please submit the assignment through the Turnitin link for this task in iLearn.**

On successful completion you will be able to:

- 1. Demonstrate knowledge of the key philosophies of planning and how these influence contemporary urban policies and debates
- 2. Use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
- 3. Articulate the diverse and changing skills required by practising planners in the context of global social and environmental change
- 5. Demonstrate development in communication skills, specifically those of writing and the visual and verbal presentation of work and ideas

Urban Field Project

Due: **5pm Fri Oct 16 (Week 10)**

Weighting: **35%**

The urban field project is the major assessment item for this unit. This is where you will be asked to apply planning theory to a real world context. Your task is to select a field study site in Sydney or your local area and to investigate the site from an urban planning/design perspective. This will include observing the site and documenting the space in terms of how it is used; its rules, signs and regulations; its design elements; and its cultural meanings and representations. Your site analysis will form a case study for a 2000 word essay in which you will apply planning/urban theory to your selected site.

This assessment will be completed in three steps. **Step one** will involve the selection of the site and you will be asked to develop your thinking about your assignment in a **field project activity** which is posted under the iLearn link for **week 5**. The activity will help you to clarify your project and to receive feedback about your site selection and approach to the project from your tutor. **Step two** involves the site analysis itself. This is where you will visit your site and conduct observations and it may involve visiting your site more than once. If you live in a rural or regional area, you should choose a site in your closest town or regional centre. In some cases you may be able to record your surroundings on your smart phone - though please be careful not to do this in places where you might get into trouble for it! **Step three** will involve applying urban/planning theory to your site observations in the form of a 2000 word essay. In your written essay, you will need to include evidence of your reading and research on your chosen topic (in the form of in-text citations and a reference list) and evidence of your field observations (in the form of sketches, photos, and observations) to receive a pass for the assignment.

Detailed instructions and ideas for this assignment will be made available through iLearn and discussed in the lectures. **Please submit your assignment to the Turnitin link on iLearn by the due time and date.**

On successful completion you will be able to:

- 1. Demonstrate knowledge of the key philosophies of planning and how these influence contemporary urban policies and debates
- 2. Use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
- 3. Articulate the diverse and changing skills required by practising planners in the context of global social and environmental change
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Urban Futures Conference

Due: **Week 12**

Weighting: **20%**

Drawing on your research from the field project, you are asked to consider how your investigations relate to the challenges facing urban futures. You will develop a short 3-minute presentation (in the form of a short film, podcast, or powerpoint presentation consisting of 1 slide or image and 800 words of accompanying written text). Off-campus students should develop a presentation for a separate online version of the conference set up for this purpose under the topic heading 'Urban Futures Student Conference - Off Campus Students Forum.' The focus of the presentation is on the problems and possibilities of the future city - so please do not be shy in putting your ideas about what our urban futures should look like out there! You will be assessed on the quality of your online presentation, the communication of your ideas in an engaging format and your responses to questions from the online conference audience. Please make sure that you post a minimum of 3 responses to other students' presentations. Your assignment will not be marked unless you present and submit your blog entry and respond to other presentations.

You must submit your blog post based on your conference to the iLearn wiki no later than 5pm on Tuesday November 1. Please note that the On-campus students will be uploading their presentations in a separate folder. You will only need to upload your presentation **once** in the 'Off-Campus' student forum.

On successful completion you will be able to:

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- 3. Articulate the diverse and changing skills required by practising planners in the context of global social and environmental change

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- 5. Demonstrate development in communication skills, specifically those of writing and the visual and verbal presentation of work and ideas

Planning keyword

Due: **Weeks 3-11**

Weighting: **15%**

We have kept the readings for the tutorials as short and snappy as possible - a difficult task in a unit about the history and theory of planning! Therefore we expect that you do the readings each week and come prepared for a discussion in class. **Off campus students are required to demonstrate evidence of weekly participation and attendance in tutorials - this is compulsory.** To help facilitate exciting tutorial discussions and collectively build our planning/urbanism vocabularies, you are required to sign up to lead a tutorial discussion in one week (between weeks 3-11). To lead the discussion you will explore the topic for your selected week by introducing a **planning keyword**. You will post a discussion of your keyword and how it relates to the readings for your selected week. You may include a stimulus for the online discussion in the form of a media article or a short media clip. You will then be required to submit your keyword to Turnitin (your definition should be no longer than 400 words, excluding references). The glossary will serve as resource and reference guide for all students in GEOP181. You are encouraged to go beyond the required readings and explore other resources to help you define your keyword.

To meet the compulsory attendance/participation requirements of GEOP181 you are expected to lead one tutorial/planning keyword discussion and you are expected to post at least **one detailed response** to other students' presentations each week. We will be keeping a record of the posts as we would attendance in regular tutorial classes.

On successful completion you will be able to:

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- 5. Demonstrate development in communication skills, specifically those of writing and the visual and verbal presentation of work and ideas

Active participation

Due: **weeks 10 and 12**

Weighting: **10%**

You will receive a 5% participation mark for your attendance and participation in (1) the week 10 role play (5%) and (2) the Urban Futures Student Conference (in in Week 12. To receive your full participation mark for the conference, you must respond to and ask questions about other student's presentations. You will be marked on attendance and participation. The week 10 role play takes place in a week where your major essay is due and we have not scheduled any readings or planning keyword presentations for this week. A special online version of the role play/planning case study scenario will be developed off-campus students to participate in during week 10.

On successful completion you will be able to:

- 1. Demonstrate knowledge of the key philosophies of planning and how these influence contemporary urban policies and debates
- 2. Use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
- 3. Articulate the diverse and changing skills required by practising planners in the context of global social and environmental change
- 4. Formulate and apply ethical and socially engaged planning principles though an independent investigation of a local urban context
- 5. Demonstrate development in communication skills, specifically those of writing and the visual and verbal presentation of work and ideas

Delivery and Resources

Delivery

GEOP181 Cities and Planning is taught over 13 weeks in a lecture/tutorial format. Each week, a two hour time slot is set aside for lectures and one hour for tutorials. The lectures will be recorded and made available via Echo360 which is linked to the iLearn page. Please note that there is a guided walking tour of Macquarie Park scheduled in the lecture slot (12-2pm) in week 5 and that this will not be recorded. You are most welcome to come along and we will provide an overview of the tour and post this online. There are **two required readings** set for each week and it is essential that you do these readings. A list of classic and recommended readings is available on iLearn to assist you with the preparation of assignments. You are strongly encouraged to read widely on a range of urban theories and issues beyond the set requirements of the unit.

It is extremely important that you have regular access to a computer and iLearn in GEOP181.

Not only will lectures slides and notes be posted on iLearn, it is also where you will submit your assignments via the Turnitin link and receive feedback. Donna will post important notices via the announcements tool. A separate dialogue will be set up for on campus and off-campus students where you can post any questions that you may have. The link to the iLearn login page is: <http://ilearn.mq.edu.au/login/>

Weekly Reading Schedule

Week 2

Friedman, J. (2012) The Good City: In Defense of Utopian Thinking. In Susan Farnstein and Scott Campbell (eds) *Readings in Planning Theory*, pp: 87-104.

Sennett, R. (2013) Reflections on the Public Realm. In Gary Bridge and Sophie Watson (eds) *The New Blackwell Companion to the City*, pp: 390-397.

Week 3

Hall, P (2000) The Centenary of Modern Planning in R Freestone (ed), *Urban Planning in a Changing World: The Twentieth Century Experience*, pp. 20-39.

Harvey, D. (2008) The Right to the City. *New Left Review*, pp: 23-40.

Week 4

Arnstein, S. (1969) A Ladder of Citizen Participation, *Journal of the American Institute of Planners* 35(4) pp: 216-224.

Sandercock, L. (1998) Exploring Planning's Knowledges. *Towards Cosmopolis*, pp: 57-83.

Week 5

Neuman, M. (1998) Does Planning Need the Plan? *Journal of American Planning Association* 64(2): 208-220.

Howitt, R. (2013) Governance in Local Government – University partnerships, smart, local, connected? State of Australian Cities Conference, Sydney.

Week 6

Amin, A. (2015) Animated Space. *Public Culture* 27(2): 239-257.

Urry, J. (2013) City Life and the Senses. *The New Blackwell Companion to the City*, pp: 347-356.

Week 7

Sipe, N. 2014. Transport Planning. In Jason Byrne et al (eds) *Australian Environmental Planning: Challenges and Future Prospects*. New York and Oxon: Routledge, pp. 146-157

Dowling, R., and Simpson C. (2013) 'Shift – the way you move': reconstituting automobility'. *Continuum: A Journal of Cultural and Media Studies* 27(3): 421-433.

Week 8

Brandtner, C, Hollerer, M., Meyer, R, Kornberger, M (2016) Enacting governance through strategy: A comparative study of governance configurations in Sydney and Vienna. *Urban Studies*. Online first <http://usj.sagepub.com/content/early/2016/01/14/0042098015624871.abstract>

A Plan for a Growing Sydney

<http://www.greatersydneycommission.nsw.gov.au/en/What-We-Do/A-Plan-for-Growing-Sydney>

Week 9

Dowling, R. and Power, E. (2012) Sizing Home, Doing Family in Sydney, Australia. *Housing Studies* 27(5): 605- 619

Mee, KJ et al (2014) Renting Over Troubled Waters: An Urban Political Ecology of Rental Housing. *Geographical Research* 52(4): pp. 365-376.

Week 10

Shaw, K. (2008) Gentrification: What it is, and What Can Be Done about It. *Geography Compass* 2(5): 1697-1728.

Ruming, K., Houston, D., Amati, M. 2012. Multiple suburban publics: Rethinking community opposition to consolidation in Sydney. *Geographical Research* 50: 421-425.

Week 11

Steele, W., McCallum, D., Byrne, J., Houston, D., 2012. Planning the Climate-Changed City. *International Planning Studies* 17(1): 67-83.

Newman, P. 2014. Biophilic urbanism: a case study of Singapore. *Australian Planner* 51(1): 47-65.

Unit Schedule

ENVG281 Cities and Planning Weekly Schedule

(Please note that this schedule may be subject to minor changes. A full weekly schedule, including weekly readings and keywords is available via iLearn)

Weekly Topic	Lecture	Tutorial	Things to Note
1. Introduction	L1 Introduction to the Unit L2 Planning on a planet of Cities	Introductions and questions, Unit guide	Please login to the external weekly forum (there is a link under each week) for week one to introduce yourself and say hello.
2. Urban Planning Doctrine 1: Ideal Cities and Planning	L3 What Cities ought to Be L4 Who Are Cities For? Public Realms and Spaces	Introducing the field project & keyword assignments	With your input, your tutor will develop a keyword/tutorial presentation schedule for off-campus students.
3. Urban Planning Doctrine 2: The Rise of Modern Planning	L5 Expert Designs: Spatial Planning and the Urban Growth Machine L6 The Right to the City	Begin student-led discussions with planning keywords	Planning keywords should be submitted to the iLearn glossary on the day of the tutorial presentation

4. Urban Planning Doctrine 3: The Deliberative Turn	L7 Diverse Cities L8 The Deliberative Turn		
5. Urban Spaces	Sydney Field Study: Macquarie Park Walking Tour (no recorded lecture)	No student lead presentations -Field Project briefing - please complete the online activity for this week to receive feedback on your progress so far.	Critical Review essay due to Turnitin in iLearn by 5pm on Friday 2 September.
6.	L9 Sensing the City L10 Urban Field Project Assignment Workshop		
7.	L11 Moving through the City L12 Transport planning		
	Semester Break		Monday 19 September - Friday 30 September
8. Urban Governance	L13 Urban governance L14 Development processes		
9. Urban Dwelling	L15 Urban Regeneration L16 Home and home-making		
10. Urban Change	L17 Resilient Cities L18 Cyborg cities	Your major assignment is due this week so there are no presentations. Please complete the Week 10 role play/case study activity - it is worth 5%	Remember that there is a 5% attendance and participation mark for this week's tutorial activity Your urban field project assignment is due to Turnitin in iLearn by Friday October 21 by 5pm
11. Urban Nature	L19 The Climate-changed City L20 Planning multispecies cities	This is the last student led class with planning keywords	

12.	Urban Futures Student Conference (compulsory)	Off-campus students will post online versions of their presentations under the link specially set up for them. If you are using an image for your presentation- please make sure it is accompanied with approx 800 words of text.	Short presentation on a topic related to urban futures. Don't forget to respond to other students presentations to receive your 5% participation mark!
13.	Urban Futures Student Conference	Off-campus students, lucky you, you are done! But don't forget to post your responses to other student's presentations.	Please submit blog post to the 'Urban Futures Conference: Off-campus Student Forum' on iLearn by 5pm on November 2.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- 5. Demonstrate development in communication skills, specifically those of writing and the visual and verbal presentation of work and ideas

Assessment tasks

- Urban Field Project
- Urban Futures Conference

- Active participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 2. Use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
- 3. Articulate the diverse and changing skills required by practising planners in the context of global social and environmental change
- 4. Formulate and apply ethical and socially engaged planning principles through an independent investigation of a local urban context
- 5. Demonstrate development in communication skills, specifically those of writing and the visual and verbal presentation of work and ideas

Assessment tasks

- Urban Futures Conference
- Active participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. Demonstrate knowledge of the key philosophies of planning and how these influence contemporary urban policies and debates
- 2. Use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
- 3. Articulate the diverse and changing skills required by practising planners in the context

of global social and environmental change

- 4. Formulate and apply ethical and socially engaged planning principles through an independent investigation of a local urban context
- 5. Demonstrate development in communication skills, specifically those of writing and the visual and verbal presentation of work and ideas

Assessment tasks

- Critical Review
- Urban Field Project
- Urban Futures Conference
- Planning keyword
- Active participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. Demonstrate knowledge of the key philosophies of planning and how these influence contemporary urban policies and debates
- 2. Use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
- 3. Articulate the diverse and changing skills required by practising planners in the context of global social and environmental change
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Assessment tasks

- Critical Review
- Urban Field Project
- Urban Futures Conference
- Planning keyword

- Active participation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- 5. Demonstrate development in communication skills, specifically those of writing and the visual and verbal presentation of work and ideas

Assessment task

- Urban Field Project

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 2. Use key concepts of urban and planning theories to describe or explain the perceptions of cities in terms of their structure, influences, inhabitants and other factors
- 3. Articulate the diverse and changing skills required by practising planners in the context of global social and environmental change
- 4. Formulate and apply ethical and socially engaged planning principles through an independent investigation of a local urban context
- 5. Demonstrate development in communication skills, specifically those of writing and the visual and verbal presentation of work and ideas

Assessment tasks

- Critical Review
- Urban Field Project
- Urban Futures Conference
- Planning keyword

- Active participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 3. Articulate the diverse and changing skills required by practising planners in the context of global social and environmental change
- 4. Formulate and apply ethical and socially engaged planning principles through an independent investigation of a local urban context

Assessment tasks

- Urban Field Project
- Active participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- 4. Formulate and apply ethical and socially engaged planning principles through an independent investigation of a local urban context

Assessment task

- Urban Futures Conference