

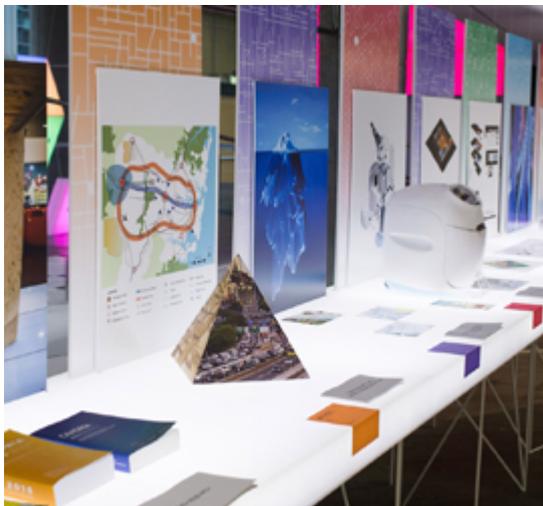


UNSW
SYDNEY

Australia's
Global
University

Built Environment

PLAN2004
Equitable Cities



Course Outline – Term 2, 2020

Disclaimer

Information within this document is subject to change. The full and most accurate course outline will be available in Moodle closer to the start of the term in which the course is offered.

1. COURSE STAFF

| | |
|-----------------------|--|
| Course Contact | Prof Susan Thompson |
| Email | s.thompson@unsw.edu.au |

2. COURSE DETAILS

| | |
|------------------------------------|--|
| Credit Points | 6 units of credit (uoc) |
| Workload | Approx. 150 hours including class contact hours, weekly learning activities, readings, class preparation, and assessment activities. |
| Teaching Times and Location | Find details in timetable http://www.timetable.unsw.edu.au |

Description

Equitable Cities examines contemporary issues facing planners working in a diverse and complex society. Students engage with the broader social, economic and cultural shifts which are continually reshaping the neoliberal city. Students 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, where for example redevelopment and gentrification may be accompanied by quickly changing community profiles, rising housing costs, unhealthy environments and potential displacement. As planners we must steward the future direction of our cities and communities in ways which value and foster diversity. Planners must ensure that the interests and needs of all groups, including ethnic communities, children, the aged, women, people with disabilities, people of all sexual preferences, Indigenous and homeless people are heard. Planners are also increasingly engaged with the creation of healthy built environments, fostering wellbeing alongside health professionals in decisions taken which affect the built environment's ability to be supportive of healthy behaviour. The role and capacity of current planning frameworks to achieve more equitable and health supportive outcomes are explored, including the preparation of community strategic plans, the use of social and health impact assessments, as well as more creative inter-disciplinary and bottom-up consultative approaches and working practices.

Aims

1. to introduce key concepts and ideas that constitute social, community and healthy planning
2. to challenge students' thinking regarding social issues and their complex interrelationships with planning policy and practice, and indeed their future role as planners.
3. to develop students' skills in reflection, critical thinking, and discussion in relation to attitudes, beliefs, assumptions and value judgements and how these impact upon the students' own planning perspectives
4. to encourage students to engage with and unpack the market-led growth paradigm that has shaped planning in recent decades and position equity and well-being considerations alongside dominant 'efficiency' and 'productivity' debates
5. to critically position the centrality of equity and concerns regarding wellbeing beyond the parameters of 'social planning' to within all planning activity
6. to introduce students to the concepts and principles of healthy planning, particularly its interdisciplinary nature
7. to introduce students to the preparation and use of tools such as social and health impact assessments

Course Learning Outcomes (CLOs)

At the successful completion of this course, you will be able to:

1. Demonstrate and apply an understanding of the role of planning in social wellbeing and health
2. Critically position the centrality of equity and concerns regarding wellbeing beyond the parameters of 'social planning' to within all planning activity
3. Appreciate diversity and difference within communities in relation to the demands upon and outcomes of planning processes
4. Demonstrate self-reflective awareness of their attitudes, beliefs, assumptions and value judgements and how they influence and impact upon their planning perspectives
5. Identify and distillate priority issues relevant to preparation of social and health impact assessments

3. ASSESSMENT

| Assessment task | Weight | CLOs Assessed |
|--|--------|---------------|
| 1. Class quizzes | 40% | 1, 2, 3, 4 |
| 2. SIA / HIA Group Presentation & Report | 30% | 2, 5 |
| 3. Wellbeing portfolio | 30% | 1, 2 |

4. COURSE IMPROVEMENT AND FEEDBACK

Feedback from students is an integral part of improving courses and teaching approaches. One of the primary mechanisms of feedback is myExperience, which we strongly urge all students to complete at the end of term. Course convenors use the feedback to make ongoing improvements to the course. This is communicated in Moodle in the myFeedback Matters page.