

## SOCA2020: Society, Space and Power

Callaghan

Semester 1 - 2021



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The School of Humanities and Social Science is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

## OVERVIEW

### Course Description

This course examines ways to think about the relationships between society, space and power through analysing landscapes in our local region and in different parts of the world. The course will include some shared content and virtual exchange with students undertaking a similar course at the University of Texas, Austin. Both Austin and Newcastle have shared pasts of indigenous dispossession, resource extraction, and post-industrial reconfiguration. At different points in the course, students will conduct a field visit, produce an ethnographic piece of writing exploring that landscape, and compare with colleagues working in similar spaces but on different continents. This course will provide students with an introduction to ethnographic writing and practice, and introduce them to ways to understand and think (differently) about the landscapes and environments around them. Students will share their research projects between cohorts in both universities, an innovation that will encourage comparison of both regions and the identification of shared and divergent elements.

### Assumed Knowledge Contact Hours

SOCA1010  
**Callaghan**  
**Field Study**  
Face to Face Off Campus (individual)  
2 hour(s) per week av. for 4 weeks (see schedule)  
**Lectorial**  
Face to Face On Campus  
2 hour(s) per week for 12 Weeks starting Week 1  
Lectorials in weeks 1, 2, 4, 6, 8, 9, 11, 12 LSTH100

### Unit Weighting Workload

10  
Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan</b> Prof Duncan Mcduie-Ra Duncan.Mcduiera@newcastle.edu.au (02) 491 38714 Consultation: Tuesday 10:30-11:00, 13:00-13:30
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Blackboard site.
<b>School Office</b>	<b>School of Humanities and Social Science</b> Social Sciences Building Callaghan HASS@newcastle.edu.au 02 4921 5155/7318

# SYLLABUS

<b>Course Content</b>	<ul style="list-style-type: none"><li>•Space, place and power</li><li>•Landscape, Ethnography, Power</li><li>•Urban Landscapes</li><li>•Pandemic Landscapes</li><li>•Sensory Landscapes</li></ul>
<b>Course Learning Outcomes</b>	<p><b>On successful completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"><li>3. Practice the ethnographic study of landscape using field visits, images, and written texts;</li><li>2. Outline the ways that diverse landscapes work together to produce the regions where we live and study;</li><li>3. Design independent research inquiry into spaces and landscapes;</li><li>4. Collaborate with diverse (and remote) groups in developing a comparative research agenda for the study of landscapes in distinct regions;</li><li>5. Identify the politics of place-making in two geographically distant regions with shared pasts of indigenous dispossession, gender dynamics, resource extraction, and post-industrial reconfiguration.</li></ol>
<b>Course Materials</b>	<p><b>Multi-Media Resource:</b></p> <ul style="list-style-type: none"><li>- All readings materials and audio-visual are available through our Blackboard site</li><li>- Our course also has a webpage: <a href="https://www.landscapeandpower.com/">https://www.landscapeandpower.com/</a> The password will be given in class.</li></ul>

# SCHEDULE

\*Please note. The reading load for this course is light. As a consequence I expect you to do it before class as part of the 120-140 hours of work expected for the course. Instead of lots of reading, this course will be asking you to regular writing—mostly small tasks. This is a much more active way of teaching and learning and students tend to love it. In some classes, we will spend significant time discussing particular readings. In others, we will treat them as background. In all cases, if there is something you don't understand in the material, it is your responsibility to make sure that you gain an understanding of it by asking questions and raising issues. I believe that a course and its instructor should be adaptable. That is particularly true in a course with an experimental design such as this one and in times such as these. This means that readings and course activities may change to suite course developments, forward fruitful discussions, or to address student interests.

Note the schedule will be updated on our Blackboard site. So please keep track of the weekly activities for any changes.

Week	Week Begins	Topic	Readings	Comments
1	24 Feb	Introduction	Mitchell. 2002 Cresswell. 2011	Please ensure you read these carefully. They are not very long and they introduce the key concepts of the course.  <b>Synchronous:</b> meet and greet with Univ Texas class
2	2 Mar	Writing about space & landscape	Emmerson et al. 1995	NOTE—This will be a synchronous class with University of Texas. We will discuss your experience with landscape ethnography You will exchange and discuss your fixed landscape observation (be prepared to share your writing and any media you capture during your observation)
3	9 Mar	Landscapes in Motion	De Certeau. 1984.	NOTE—This will be a synchronous class with University of Texas We will discuss your experience conducting this observation You will exchange and discuss your landscape in motion observation (be prepared to share your writing and any media you capture during your observation)
4	16 Mar	Memoryscapes	McDuie-Ra. 2021	This class is asynchronous (just Newcastle) I gave this lecture to Univ Texas in Feb.
5	23 Mar	Soundscapes	R. Murray Schafer. 2017. Feld. 1994. Eisenberg. 2015.	NOTE—This will be a synchronous class with University of Texas We will discuss soundscapes and the way that they shape experiences of place You will exchange and peer-review/discussion of your soundwalk observation (be prepared to share your writing and any media you capture

				during your observation)
6	30 Mar	Pandemic Landscapes	Ho & Maddrell, 2021	NOTE—This will be a synchronous class with University of Texas We will discuss the ways the pandemic has shaped landscapes and experiences of place You will exchange and peer-review/discussion of your pandemic observation (be prepared to share your writing and any media you capture during your observation)
7	6 Apr	Imperial Landscapes	Casumbal-Salazar. 2017 or Trigger, 2008	This class is asynchronous (just Newcastle)
<b>Mid Semester Break</b>				
<b>Mid Semester Break</b>				
8	27 Apr	Gendered Landscapes	Luna. 2018	This class is asynchronous (just Newcastle)
9	4 May	Class Walk	Cheng. 2014	Using Yi-En Cheng's article we will take a class walk through a Newcastle neighbourhood during class time.
10	11 May	Wet and Dry Landscapes	Da Chuna. 2019. Lahiri-Dutt. 2014.	Guest Lecture, Assoc Prof Jason Cons, Univ Texas
11	18 May	Gentrification	Student choice	You will be asked to identify a reading on gentrification and bring it to class for discussion along with a small summary.
12	24 May	Class Walk	Cheng. 2014	For our last class we will be taking a walk together during class time. You will be asked to think of a destination/ series of destinations, plot/map it, and take me!
13	1 Jun	No class		Portfolio Due
<b>Examination Period</b>				
<b>Examination Period</b>				
<b>Recess</b>				

## ASSESSMENTS

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

### Assessment 1 - Written/Visual Assignment (50%)

Assessment Type      Portfolio

<b>Description</b>	The Portfolio asks you to compile all the small parts of work from the course, images and writing from your field visits, analysis of course literature, and peer-to-peer tasks with the cohort at University of Texas. You will be asked to write an introduction [500 words] for the Portfolio and some concluding points [300 words] about landscape and its value (and limitations) across the social sciences. The style and presentation of the Portfolio is up to you, and you will have some freedom to assemble it your way. We will spend time in class discussing how to put this together and the different approaches you can take to presenting the material.
<b>Weighting</b>	50%
<b>Length</b>	3000 words [approx..]
<b>Due Date</b>	1 June
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Full Assessment Criteria Available on Blackboard Site and will be discussed at length in class
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Returned Work - Two weeks after submission.

## Assessment 2 - Written/Visual Assignment (30%)

<b>Assessment Type</b>	Project
<b>Description</b>	The Written/Visual Assignment asks you to complete an early piece of writing based on the first 4 weeks of the course. The aim is to connect one of these tasks (we will be doing several that you can choose from) with literature from the course, and to develop your ethnographic writing skills along the way. You will be asked to use images and words in this assignment.
<b>Weighting</b>	30%
<b>Length</b>	700-1000 words [approx..]
<b>Due Date</b>	6 April
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Full Assessment Criteria Available on Blackboard Site and will be discussed at length in class
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Returned Work - Two weeks after submission.

## Assessment 3 - Participation in Field Activities (20%)

<b>Assessment Type</b>	Participation
<b>Description</b>	A major part of the course is your own thinking and writing about space and power, including individual/ group visits to different places. You will be asked to keep a log of your fieldsite visits, with words and images, during the semester and submit this by Week 11.
<b>Weighting</b>	20%
<b>Length</b>	1000-1200 words [approx..]
<b>Due Date</b>	18 May
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	Full Assessment Criteria Available on Blackboard Site and will be discussed at length in class
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Returned Work - Two weeks after submission.

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development

		of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

**Communication Methods**

Communication methods used in this course include:

**Course Evaluation**

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

**Oral Interviews**

As part of the evaluation process of any assessment item in this course an oral examination may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination Guidelines](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

**Academic Misconduct**

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse Circumstances**

You are entitled to apply for special consideration because adverse circumstances have had an impact on your performance in an assessment item. This includes applying for an extension of time to complete an assessment item. Prior to applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure, available at <https://policies.newcastle.edu.au/document/view-current.php?id=236>. All applications for Adverse Circumstances must be lodged via the online Adverse Circumstances system, along with supporting documentation.

**Important Policy Information**

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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