

Subject Outline: Sustainable Communities (Community and Social Planning)

Faculty of Business, Technology and Sustainable Development

School of Sustainable Development

Details

The information published in this document is intended as a guide as the University reserves the right to change its program offerings and subjects without notice. Persons considering subject enrolment should be aware that changes are possible up to and including the first week of class after which the latest version of this subject outline will be available on the subject's ilearn site.

Subject Code:	SSUD71-206
Subject Title:	Sustainable Communities (Community and Social Planning)
Prerequisites:	None
Subject Level:	Postgraduate
Year/Semester:	[101] January Semester 2010
Credit Points:	10 (USA 3 or 4, ECTS 7.5 - indicative only)
Subject Description:	Planners need to have a sound understanding of community and social planning to create sustainable and inclusive communities. Community and social planning is the process that seeks to understand the needs of communities and develop strategies for meeting those needs. Active engagement of the community is an important part of building sustainable communities. This subject is intended to provide students with a deeper appreciation of theoretical frameworks as well as tools for community and social planning in order to build sustainable communities.

Contacts

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Delivery & Attendance

Timetable:	http://timetable.bond.edu.au:8010
Mode of Delivery and Teaching Schedule:	<p>In this subject, you will have a number of summative assessment activities that will be graded and will determine your final grade for this subject. Please note: where possible, these summative assessment activities will be used in a developmental way to further enhance your learning in this subject. In this subject, written assignments and class seminars are used to assess students. Broad details and requirements are given in the Table below.</p> <p>a) Assignment 1 - Planning Appraisal 30%</p> <p>Students will produce a short, general preliminary appraisal of a community (existing suburb or new masterplanned community) of their choice with identification of community profile, its place context, challenges and opportunities for building sustainable communities. The students can focus on particular aspect of community such as housing, transport, community services, local economic development, energy efficiency, waste reduction, safety, urban design and governance. The students are encouraged to use relevant secondary data (e.g. Census data, Google maps, government polices/programs), photographs, community viewpoints and the student's own personal insights in writing the paper.</p> <p>b) Assignment 2: Student seminar and class participation – 30%</p> <p>Review of Literature on sustainability– 15%</p> <p>Students will review a book or selection of articles on theories, principles or practices on sustainability which will be relevant for the case study community being studied. The students will present them in the class and submit a copy of their power presentation to the lecturer in Week 9.</p> <p>Class participation – 15%</p> <p>The students are required to participate in class discussions and class workshops.</p> <p>c) Assignment 3 – Community planning proposals for local sustainability - 40%</p> <p>Drawing on literature review and case study, students will produce a set of proposals for a particular topic of interest from their planning appraisal. The proposal will addresses specific problems and opportunities, offering strategies, policies and designs for local sustainability. The report/ assignments must demonstrate a sound planning approach, including analysis of the specific problem in the spatial, social, economic and environmental context. The proposal will be based on local understadning of issues as well as broad sustainability principles relevant for the case study and will include vision for the community, planning issues, sutainability principles, key objectives and strategies. The students are required to use releant maps, photographs, diagrams wherever relevant.</p>

Attendance Requirements:	<p>Students are expected to attend lectures, seminars and tutorials as scheduled. In tutorials and seminars students are expected to have completed the advised readings or prepared their own answers for discussion and presentation, if required. Students are expected to contribute positively to these seminars, presentations and tutorial sessions.</p> <p>In this subject, you will participate in the following activities designed to enhance your learning throughout the subject.</p> <ul style="list-style-type: none"> -Lectures for basic grounding in the theoretical concepts -Tutorials to apply the concepts learnt in the lecture. -Recommended reading of references for a deeper appreciation of issues and for reflective learning -Debates and class presentations to enhance communication skills -Group assignments for peer learning -Guest Lectures to incorporate professional practice into the overall learning experience
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Resources

Prescribed Resources:	<p>RECOMMENDED READING</p> <p>Chiras, Dan and Dave Wann 2003 Superbia: 31 Ways to Create Sustainable Neighbourhoods, New Society Publishers</p> <p>Roseland Mark 2005 Towards Sustainable Communities: Resources for Citizens and their Governments, Gabriola Island, BC, Canada: New Society Publishers</p> <p>Hopkins, Rob 2008 The Transition Handbook: From Oil Dependency to Local Resilience, Devon: Green Books.</p> <p>Ife, Jim 2002 Community development: Community-based Alternatives in an Age of Globalisation , Frenchs Forest NSW: Pearson Education Australia, Pty Ltd.</p> <p>Newman, Peter and Isabella Jennings 2008 Cities as Sustainable Ecosystems: Principles and Practices, London: Island Press</p> <p>Sarkissian, Wendy, Nancy Hofer, Yollana Shore, Steph Vajda and Cathy Wilkinson 2008. Kitchen Table Sustainability, Earthscan</p> <p>Wates, Nick 2000 Community Planning Handbook. London: Earthscan.</p> <p>Wheeler, Stephen 2004 Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities, London, New York, Routledge, 2004</p>
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Additional Resources:	<p>Barton, Hugh (ed) 2000, Sustainable Communities: The Potential for Eco-Neighbourhoods, Earthscan Publications, London</p> <p>Cuers. S & Hewston J (eds) 2006 Strong Communities Handbook – In what ways can urban and regional planning contribute towards high levels of social capital and community strengths in new and re-developing communities?, Queensland University of Technology, Queensland Government and Queensland Council of Social Services, Brisbane. (available on Office of Urban Management web site)</p> <p>Jordan J 1998 The Heart of Our Communities, Local Government Association of Queensland Brisbane</p> <p>Local Government Association of Queensland 2003 Community Consultation Guide for Queensland Local Governments, Local Government Association of Queensland, Brisbane.</p> <p>Local Government Association of Queensland(LGAQ) 2000 An Introduction to Community Development in Local government, LGAQ,</p> <p>Menzies C et al 1996 Social Planning Guidelines for Queensland Local Government, Local Government Association of Queensland, Brisbane.</p> <p>New South Wales Government 2003 Community Builders NSW – Community Participation. Found at www.communitybuilders.nsw.gov.au/builder/participation (accessed February 2006)</p> <p>Putnam, R 2000 Bowling Alone – The Collapse and Revival of American Community, Simon & Schuster, New York.</p> <p>Sarkissian Wendy 1994 The Community Participation Handbook : Resources for Public Involvement in the Planning Process, Murdoch, W.A. : Institute for Science and Technology Policy, Murdoch University in association with Impacts Press, 1994</p> <p>Queensland Planner 2006, Social Planning/Consultation, June 2006, Vol 46, No 2.</p> <p>Young A et al 2001 A Guideline for Integrating Community Wellbeing in Planning Schemes, Local Government Association of Queensland, Brisbane.</p>
Use of iLearn in this Subject:	

Bond Graduate Attributes Emphasised in this Subject

1. Knowledge and Critical Thinking - Graduates have acquired a sound knowledge of their discipline and the ability to critically evaluate, manage, reflect on, integrate and apply it.

2. Leadership, Initiative and Teamwork - Graduates have the skills to contribute to their discipline or profession as an effective leader and as a member of collaborative, cooperative and successful teams.

3. Communication Skills - Graduates have the skills to communicate effectively with their profession, their peers and the wider community.

4. Responsibility - Graduates are aware of the standards, ethics and values of their discipline, in both the local and global context.

Program Outcomes and Graduate Attributes

If you are undertaking this subject as part of a degree program you should refer to the relevant degree program outcomes and graduate attributes as they relate to this subject.

Learning Outcomes of this Subject

1. Understand and apply theoretical concepts, principles and frameworks of community and social planning for building sustainable communities
2. Understand and apply a range of tools for sustainability and community planning
3. Examine the characteristics and needs of range of stakeholders in community planning in the specific context of the place where they are located
4. Identify planning issues for diverse communities and develop strategies to address their issues
- 5.
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Assessment

Task	Weight	Date	Intended Learning Outcomes Assessed
1. Assignment 1 (paper) Planning appraisal of a community/suburb : (focus on issues and opportunities for sustainability)	30%	Week 9 (Thurs) Due	Assignment set Week 4
2. Assignment 2 (student seminars and class participation) Best practice literature review on sustainability (focus on principles/case studies and their relevance in local context) – (15%) Participation in class workshops – (15%)	30%	Week 9 (Sat) Due	Assignment set Week 4
3. Assignment 3 (paper) Community planning proposals for local sustainability (focus on vision, issues, sustainability principles, objectives, strategies)	40%	Week 12	Assignment set Week 4
4.	%		
5.	%		

6.	%		
7.	%		

Assessment Criteria

High Distinction	85-100	Outstanding or exemplary performance in the following areas: interpretative ability, intellectual initiative in response to questions, mastery of the skills required by the subject, general levels of knowledge and analytic ability or clear thinking.
Distinction	75-84	Usually awarded to students whose performance goes well beyond the minimum requirements set for tasks required in assessment and who perform well in most of the above areas.
Credit	65-74	Usually awarded to students whose performance is considered to go beyond the minimum requirements for work set for assessment. Assessable work is typically characterised by a strong performance in some of the capacities listed above.
Pass	50-64	Usually awarded to students whose performance meets the requirements set for work provided for assessment.
Fail	0-49	Usually awarded to students whose performance is not considered to meet the minimum requirements set for particular tasks. The fail grade may be a result of insufficient preparation, inattention to assignment guidelines or lack of academic ability. A frequent cause of failure is lack of attention to subject or assignment guidelines.

Other Course Information

Referencing Style:	Harvard	See Library Website for more information: http://www.bond.edu.au/library
Assignment Coversheet:		
Submissions Procedures:	The students are required to submit two copies of the assignments. One copy of the assignments is to be submitted electronically through the Bond's iLearn website for the unit (see Turnitin section).	
Policy on Late Submission, extensions and special consideration:	The students are required to submit the assignment in time. Please note that there will be penalty of 5 percent per day for late assignments. Students need to inform the staff in advance if they can not submit the assignment in time due to health reasons. A medical certificate will be required for late submissions due to health reasons.	
Policy on Plagiarism:	<p>The University Policy on Plagiarism defines plagiarism as taking and using another person's thoughts, ideas or writings and passing them off as one's own. The University considers the act of plagiarising to be academic misconduct. The University definition of plagiarism appears in Schedule B – Student Conduct Code of the Discipline Regulations:</p> <ul style="list-style-type: none"> (i) knowingly plagiarising the work of another person, including a fellow student by adapting or incorporating it in a piece of assessment without due acknowledgement; (ii) knowingly plagiarising the ideas of an author of a text by incorporating them in a piece of assessment without due acknowledgement (iii) collaborating with another student about assessable work and representing that as individual work 	

	Saturday, Feb 13	<ul style="list-style-type: none"> •Tutorial on student planning appraisal paper • Tools of community and social planning <ul style="list-style-type: none"> Community consultation Planning for community services and facilities Social impact assessment • Tutorial on student planning appraisal paper
2	<p>Week 9</p> <p>Thursday, March 18</p> <p>Friday, March 19</p> <p>Saturday, March 20</p>	<ul style="list-style-type: none"> •Student presentation and submission of planning appraisal •Kitchen table sustainability – Wendy Sarkissian, Author and Community Planner (TBA) •Community engagement and cultural planning in indigenous communities •Development of proposals for sustainability •Tutorial on student proposals •Housing Issues •Local government’s role in housing provision – Danny O’Hare (TBA) •Class workshop: How can we retrofit sustainability in existing suburbs and develop more sustainable Greenfield developments? •Tutorial on student proposals •Student seminars on best practices in sustainability •Tutorial on student proposals
3	<p>Week 12</p> <p>Thursday, April 8, 2pm -3.30 pm TBC</p>	<ul style="list-style-type: none"> •Student presentation and submission of planning proposal
4	Week 14	Exam (TBA)
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