LEIS3330 - Leisure, Politics and the City

Course Outline

Course Co-ordinator: Nathaniel Bavinton
Email: Nathaniel.Bavinton@newcastle.edu.au
Consultation hours: Tuesday 11.00am - 12.00pm.
Tuesday 4.00pm - 5.00pm

Unit Weighting: 10
Course Availability: Semester 1 - 2006 Callaghan Campus
Faculty: Faculty of Education and Arts
School: School of Humanities and Social Science
Teaching Methods: Lecture and Tutorial

Brief Description
Planning and placemaking processes are not neutral, technical activities but are deeply embedded in social, political and cultural contexts and occur both formally and informally. Building on theoretical knowledge gained from first and second year, the purpose of this course is to explore these processes and give students a comprehensive understanding of the critical issues associated with urban and regional planning and development. Selected case studies illustrate the relationship between leisure, tourism and the city.

Contact Hours
Lecture for 1 Hour per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term

Class Times
Lecture:
Tuesday 1.00pm – 2.00pm [GP2-1]
Tuesday 2.00pm – 3.00pm [GP3-24]
Tuesday 3.00pm – 4.00pm [GP3-20]
Tuesday 5.00pm – 6.00pm [GP3-20]

Course Outline Issued and Correct as at: Week 1 Semester 1 2006
CTS Download Date: February 2006
Course Objectives
On completion of this course, it is expected that students will:

1. Develop a systematic and critical understanding of the planning, representation and interpretation of the city through an engagement with the major theoretical perspectives that inform contemporary urban analysis;

2. Develop an historical appreciation of the events, process and political interventions that have shaped Australian cities and contributed to the cultural value Australians place on suburbia;

3. Explore the interrelationship of equity, leisure, tourism and the government of urban space;

4. Examine the connection between identity and place, and the implications of ideas of belonging for an understanding of urban development and politics;

5. Critically evaluate significant contemporary urban planning trends through detailed analysis of chosen case material.

Course Content:
This interdisciplinary course will consider complex contemporary urban issues, including identity, place and culture through an exploration of specific planning and development trends and theoretical debates including:

1. Town planning and the growth of the Australian city.
2. The Garden City and City Beautiful movements.
3. The role of governments in urban development.
5. Issues of equity, masculine cities/feminine suburbs.
6. The militarization of space.
7. Leisure, art and the city.
8. City reimagining and urban tourism.
9. The city as theme park.
10. Identity, place and belonging.
11. The city in popular culture.

Replacing Courses: Nil

Transitional Arrangements: Nil

Industrial Experience: 0

Modes of Delivery: Internal Mode

Assumed Knowledge: 10 units at 2000 level in LEIS courses.

Course Requisites: Nil

Assumed Knowledge
10 units at 2000 level in LEIS courses.
### Assessment Items:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>(25%)</td>
<td>(1,000 words) Students will write an essay in which they analyse a selected urban issue. The tutorial paper will demonstrate student's ability to reflect critically on an empirical issue and explain it with reference to the relevant literature.</td>
</tr>
<tr>
<td>Essays / Written Assignments</td>
<td>(45%)</td>
<td>(3,000 words) This essay will require students to demonstrate their understanding of relevant theoretical perspectives and their ability to analyse a particular local urban issue in terms of these theories.</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>(10%)</td>
<td>This component will take account of the students’ ongoing contribution to tutorial discussions. I will assess their ability to raise questions and engage with the subject matter.</td>
</tr>
<tr>
<td>Presentations - Individual</td>
<td>(20%)</td>
<td>This item will require students to research a selected urban issue and present this information to the class in a way that engages with the issues discussed in the course. It will assess their ability to communicate information using a variety of presentation techniques.</td>
</tr>
</tbody>
</table>

### Contact Hours:

- **Lecture:** for 1 Hour(s) per Week for the Full Term
- **Tutorial:** for 1 Hour(s) per Week for the Full Term

### Online Tutorial Registration

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

### Learning Materials/Texts

The recommended text for this course is:


The issues dealt with in the lectures are developed in this book and the text is available in Short Loans in the library. However, it forms a considerable component of the course readings and students may wish to purchase the book. The text is available for purchase from the bookshop located on the lower level of the Shortland Union building.

Numerous relevant readings and resource materials are available through both the university and city libraries. Students are encouraged to seek out additional readings and resource materials from these sources and from state and local councils. Remember, too, that much relevant information is now available on the web. A list of useful references is available in short loans and/or attached to this subject outline.

### Teaching and Learning Strategies

As this is a third year subject, the expectation is that much of the learning will be the responsibility of the student rather than the ‘teacher’. While there will be structured lectures giving an overview of key issues and theoretical frameworks, these lectures are intended to provide the intellectual context for student-led activities and the completion of assessment items.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics and Tutorial Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Introduction to the Course</td>
</tr>
<tr>
<td>21st February</td>
<td>Introductory Tutorial and Course Overview</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Understanding Urbanism: The City in History</td>
</tr>
<tr>
<td>28th February</td>
<td>Tutorial</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Understanding Urbanism: Society and Space</td>
</tr>
<tr>
<td>7th March</td>
<td>Tutorial</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Understanding Urbanism: Culture, Space and Place</td>
</tr>
<tr>
<td>14th March</td>
<td>Tutorial: PRESENTATIONS COMMENCE</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Cities of Difference: Inequality and Marginalisation</td>
</tr>
<tr>
<td>21st March</td>
<td>Tutorial: Presentations</td>
</tr>
</tbody>
</table>
Week 6  
**Cities of Difference: Fear and Surveillance**

28th March  
Tutorial: Presentations

Reading 1:  

Reading 2:  

Week 7  
**Cities of Difference: Youth, Identity and Space**

4th April  
Tutorial: Presentations

Reading 1:  

Reading 2:  

Week 8  
**Reimagining the City: Beyond the Industrial City**

11th April  
Tutorial: Presentations

Reading 1:  

Reading 2:  

14th – 28th April  
**SEMESTER BREAK**

Week 9  
**Reimagining the City: The Creative Economy**

2nd May  
Tutorial: Presentations

Reading 1:  

Reading 2:  
Week 10

Reimaging the City: The City as Spectacle

9th May

Tutorial: Presentations


Week 11

The City and Everyday Life: Reading the Urban as Text

16th May

Tutorial: Presentations


Week 12

The City and Everyday Life: The Urban in Cultural Texts

23rd May

Tutorial: Presentations


Week 13

The City and Everyday Life: Practice, Meaning and Memory

30th May

Tutorial: Presentations

MAJOR ESSAY CASE STUDIES DUE


Assessment Items

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. A description of these assessment items follows:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Presentation</td>
<td>20%</td>
<td><em>In class</em>. This item will require students to research a selected urban issue and present this information to the class in a way that engages with the issues discussed in the course. It will assess their ability to communicate information using a variety of presentation techniques.</td>
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<tr>
<td>Tutorial Paper</td>
<td>25%</td>
<td><strong>1,000 words.</strong> Students will write an essay in which they analyse a selected urban issue. The tutorial paper will demonstrate student's ability to reflect critically on an empirical issue and explain it with reference to the relevant literature.</td>
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<tr>
<td>Essay / Written Assignments</td>
<td>45%</td>
<td><strong>3,000 words.</strong> This essay will require students to demonstrate their understanding of relevant theoretical perspectives and their ability to analyse a particular local urban issue in terms of these theories.</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>10%</td>
<td><strong>Ongoing.</strong> This component will take account of the students' ongoing contribution to tutorial discussions. I will assess their ability to raise questions and engage with the subject matter.</td>
</tr>
</tbody>
</table>

Assessment Guidelines

Tutorial Presentation (20%)

Presentations: From weeks 4 - 13

Duration: 20 minutes

All students must complete a 20-minute presentation based on a weekly reading. This is an individual item of assessment. During the Week 1 introductory tutorial, students will select one (1) reading from the class schedule on which to base their presentation.

The tutorial presentation involves more than merely summarising the author's key points – you are expected to critically analyse the reading, and offer alternative viewpoints and theories. You are encouraged to be imaginative in presenting – adopt a multimedia approach (using appropriate television, film, cassette and archival sources). It is also useful to link weekly readings to contemporary politics of leisure and tourism – are there current local/global issues that can be discussed in relation to your week?

Presentations will be assessed according to the following criteria:
Ability to discuss the issues/theories raised in the reading
Knowledge of the topic
Analysis of the course matter
Creative and professional presentation
Original thought and critical evaluation

**Tutorial Paper (25%)**

Due Date: 1 week after the oral tutorial presentation
Length: 1,000 words

A week after a student gives their tutorial presentation they are required to submit a written paper on the topic of their presentation. This paper must be in essay form and properly referenced. This paper must incorporate material from both the prescribed readings for the relevant week and in addition at least three (3) other relevant academic references.

As with the presentation, students are required to do more than summarise the weekly reading – you are expected critically analyse it and engage with alternative viewpoints and theories. This is an individual item of assessment, which will be evaluated according to the following criteria:

- Theoretical and conceptual understanding
- Original thought and critical evaluation
- Structure and presentation of the essay
- Acknowledgement and documentation of information sources
- Adequacy of bibliographic material

**Leisure City Case Study (40%)**

Due Date: Week 13 – 30th May
Length: 3,000 words

This assignment requires you to select a leisure site in a city or suburb (for example, theme park, nightclub, hotel, registered club, beach, restaurant, markets, shopping mall, etc). You are required to inform the course coordinator of your selection prior to commencing essay.

The project must identify and analyse any three (3) of the following:

- Social use: who uses the leisure site? Are there specific factors behind the site attracting a particular clientele? Are there any (legal, cultural) barriers preventing access to other users? Why is it popular (or unpopular)? Is class/race/gender an issue?
- Spatial design: describe the layout of the site, and its activities. Is the site designed well to accommodate its main functions? How does it fit within the broader surrounds of the city or suburbs?
- Zoning & Planning: what is the local zoning category of the site? What other uses/spaces surround the site? Is it part of a ‘cultural precinct’? How does it interact with neighbouring sites? Are there historical reasons behind its original location?
- Government relations: how else does the site interact with federal, state or local government? Outline the bureaucratic processes that must be considered (parking permits, trading hours, environmental plans, licensing laws etc).
Leisure management: how is the site managed to ensure its profitability and popularity?
Investigate conflicts with other city uses. Are there problems with other city users (residents, retail, tourists)?

History: does the site reflect a continuance of traditional leisure activities, or a change in local patterns? Has it changed concepts of suburban / city living?

This project encourages an interdisciplinary approach, using a range of research methods: site observations; finding and assessing relevant policy documents; local newspaper reports and advertisements; and locating and applying related academic literature. Essays will be evaluated according to the following criteria:

- Selection and knowledge of leisure site
- Ability to apply readings and key theories to local practices
- Original thought and critical analysis
- Clarity of essay structure
- Research material (combination of theoretical readings, local media, interviews, policy documents)

**Class Participation (10%)**

Ongoing

This mark is for participation in tutorial discussion, NOT attendance. Students are required to prepare for tutorials by doing both the required readings each week and coming to class prepared to contribute to the discussion. Tutorials should be a time for the cooperative exchange of information. Apart from receiving a poor participation mark, failure to do the weekly readings is rude to fellow students giving tutorial presentations, who expect informed discussion!

**NB:** Students must attend a minimum of 75% of scheduled tutorials to ensure a Pass grade.

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>
References

Useful Journals

Cities
Environment and Planning D: Society and Space
International Journal of Urban and Regional Research
The Australian Planner
The International Journal of Urban and Regional Research
Urban Policy and Research
Urban Studies

Useful Texts


Studentmail and Blackboard

www.blackboard.newcastle.edu.au/

This course uses Blackboard and Studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum, or if emailing staff directly use the course code in the subject line of your email. It is highly recommended that students check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details

Students are required to submit assessment items IN TUTORIALS by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.

- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

- **Staple the pages** of your assignment together (do not use pins or paper clips).

- **University coversheet:** All assignments must be submitted with the University coversheet:
  

- **Written assignments** are to be submitted in **class** (either lecture or tutorial) on the due date.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- **Tutorial Paper** (1,000 words)
- **Major Essay** (3,000 words)

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.
Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

Special Consideration/Extension of Time Applications

Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

Assignment Re-submission

Students can request to have their work re-marked by the Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded.

Students who have failed an assignment may re-write and resubmit, however, the maximum mark given to a re-submitted essay will be 50%.

Students may also appeal against their final result for a course. Please consult the University policy at:


Students are always welcome to contact their Course Coordinator to make a consultation time to receive individual feedback on their assignments. The Course Coordinator is also available to discuss any item of assessment prior to its submission. Consultation is to be made via appointment and within the designated consultation hours.

Return of Assignments

Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.

Preferred Referencing Style

In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

Student Representatives

We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:


Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another’s ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
· Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

- For semester 1 courses: 31 March 2006
- For semester 2 courses: 31 August 2006
- For Trimester 1 courses: 18 February 2006
- For Trimester 2 courses: 10 June 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.
Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Contact Details

Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Faculty of Business and Law
Room: SRS130 (Social Sciences Building)
Phone: 0249 215 983

The Dean of Students

Dr Jennifer Archer
Phone: 492 15806
Fax: 492 17151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:


Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards


Web Address for Rules Governing Postgraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

www.newcastle.edu.au/services/disability