

# London South Bank University

## Module Guide

Society, Space and Place

UEL\_4\_SSP

School of Law and Social Science

Level 4



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## 1. [MODULE DETAILS](#)

<b>Module Title:</b>	Society, Space and Place
<b>Module Level:</b>	4
<b>Module Reference Number:</b>	UEL_4_SSP
<b>Credit Value:</b>	20 CAT points
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	36
<b>Private Study Hours:</b>	164
<b>Pre-requisite Learning:</b>	None
<b>Co-requisite Modules:</b>	None
<b>Courses:</b>	BA (Hons) Urban and Environmental Planning
<b>Year and Semester:</b>	Lv. 4 (FT) and Lv. 5 (PT) Semester 1
<b>Module Leader:</b>	Dr Kevin Milburn <a href="mailto:milburnk@lsbu.ac.uk">milburnk@lsbu.ac.uk</a> , Rm. BR160
<b>Subject Area:</b>	Planning and Human Geography
<b>Summary of Assessment Method:</b>	Coursework – A Neighbourhood Report

## 2. [SHORT DESCRIPTION](#)

One of the central aims of planning is the making of place and mediation of space. This module examines what this involves. It introduces students to the structures, networks and relationships that underpin contemporary society, and how these are reflected and mediated geographically.

## 3. [AIMS OF THE MODULE](#)

‘Survey, analysis and plan’ remains one of the key methodologies of planning. This module aims to provide students with an introduction to some of the intellectual tools and understandings that are crucial to this approach. It examines processes of economic and social change, as well as academic attempts to conceptualize these shifts. In particular, it focuses on how these shifts affect different groups of people and different places, and how both are affected in different ways. This, in turn, raises issues over the extent to which planning can design, manage and regulate change in the built environment.

## 4. [LEARNING OUTCOMES](#)

- 4.1 Knowledge and Understanding
  - Understand processes of contemporary economic, political and social change and their spatial outcomes along with academic attempts to conceptualize these shifts
  - The role of planning in designing, managing and regulating change in the built environment
- 4.2 Intellectual Skills
  - An ability to engage in critical evaluation and debate about processes

of contemporary socio-economic, political and cultural change.

- Preparing and presenting arguments and illustrative materials in a written and graphic format
- Writing a coherent and structured evaluation report

#### 4.3 Practical Skills

- An ability to seek, handle and interpret a diverse range of qualitative and quantitative forms of information
- Report writing, including visual presentation techniques; using PowerPoint
- Photographic skills

#### 4.4 Transferable Skills

- The ability to manage and organise oneself and to relate to others.
- An ability to write a coherent and structured evaluation report

## 5. [ASSESSMENT OF THE MODULE](#)

This module is 100% assessed by coursework. There is one assignment, and that involves students gathering data on a place chosen by them in order to describe and interpret processes of social, cultural and economic change and how these are reflected in that neighbourhood.

- **CW1: A 'neighbourhood profile' report using a combination of statistical, photographic and written techniques (2,500 words min./3,000 words max.) (100%)**

### **CW1: Deadline for the submission of the written report: Friday, 10<sup>th</sup> December 2021**

100% of the marks are awarded on the basis of your written Neighbourhood Profile. The aim of the work is to provide the reader with a sense of what the place is actually like. In order to provide the reader with a sense of place you will need to provide a clear, coherent and well-structured overview of a variety of data in relation to the area. This will be a combination of hard secondary data in the form of maps and statistics and this should be supplemented with softer and more qualitative types of data generated from your own observations and any interviews or other methods that you may have applied. This data could be presented in the form of photographs and images, comments from people you have spoken to and your own observations. To create a sense of place you will need to identify a range of themes relating to the various contexts that we discussed in class. You may wish to discuss the socio-economic context, the demographic context, the historical context and the spatial context (location, spatial characteristics etc.) for example. Your choice will depend on the type of area you have chosen. Your report must be fully referenced in the Harvard style.

The following criteria will be taken into account in the grade you receive for your neighbourhood profile:

1. Development, description and application of an appropriate methodology
2. Description of neighbourhood
3. Analysis and interpretation of diverse types of data
4. Discussion of processes of environmental, economic, social and cultural change and how these are reflected in the neighbourhood
5. Structure, coherence and clarity of report
6. English, grammar and presentation

### **Referencing**

Your report should be fully referenced, via in-text referencing and a full Reference List at the end of your work, using the Harvard Referencing system style. A Quick Guide to Harvard Referencing is included in the 'Module Resources' section of Moodle, and more detailed assistance can be found here: <https://libguides.lsbu.ac.uk/harvardreferencing> You must present your work neatly and clearly. A poorly presented piece of work will be marked down. Therefore, you must spell check and edit all work to a high standard. In a report like this you would be expected to use graphics and photographs to illustrate your discussion.

### **Virtual Learning Environment - Moodle**

The University uses a virtual learning environment (VLE) called Moodle.

Moodle is an easy to access and user-friendly virtual learning environment. It manages internet-based materials and resources that support learning activities. Its features include:

- Learning materials that are published, displayed and downloaded over the internet
- Communication between individuals, groups and the whole class through discussion boards, e-mail and a virtual classroom and a chat facility
- Group areas that are created for collaborative work
- Links to external web sites and University resources

Leaflets and information on Moodle can be obtained from the Library and from the LSBU Moodle website. As with all modules, there is a dedicated Moodle site for this module.

The following link provides access to the Moodle Helpsheets for Students. This page is found from the MyLSBU Homepage by clicking on the 'IT Support' menu item, then clicking on 'How to Guides': <https://my.lsbu.ac.uk/my/portal/Study-Support/IT-Support>

The University's Technology Enhanced Learning (TEL) strategy seeks to support students' learning on modules through Moodle. Students can access core information through Moodle sites for each module; this includes course and module guides, assignment briefs, lecture, and session schedules etc., study materials, links to other web sites, discussion boards, online activities, and links to the Library catalogue and other University services.

We have moved to a wholly online submission/marking/feedback process. We require all assignments that can be submitted electronically, to be submitted via Turnitin (details below). Work is marked online and marks/feedback are returned to students via **Turnitin** on the VLE.

## **Handing In Work**

You must submit this coursework via Turnitin on Moodle. You are required to submit one report in PDF format. You will receive an e-mail receipt your submitted coursework and it is important that you retain this for your records. Occasionally work does go missing and therefore it is important to retain a full copy of all submitted work. Provided a student has a receipt showing that the work was submitted on time, the copy will be marked and awarded its full value.

**What is Turnitin?** Turnitin is software that checks the text of your assignment against a database of books, journals and web pages, and gives a report on matches it finds in your work against this database. When marking, the module leader checks your Turnitin Match Overview to assess the sources you have used and to check if there is any copying (plagiarism) of other people's work.

**How to submit via Turnitin?** The submission link for your assignment contains a link for you to submit a draft of your work via Turnitin. Turnitin generates a Match Overview highlighting non-original/similar text and it generates a similarity percentage.

Having received your Turnitin report you should then REVIEW your work again, taking into account the full Turnitin Match Overview and the detailed highlighting of text that it provides. There is no 'correct' similarity percentage, however, it should not be more than about 15%. It may legitimately be higher, depending on the assignment. If you have lots of small percentages from a variety of papers then this could be acceptable, but you should try to reduce it by putting the highlighted phrases in your own words if possible. (Please note that it takes 24 hours for Turnitin to update sometimes so you cannot upload and check your index multiple times in one day.)

After you are happy with your work then you must submit your work for marking by clicking 'Hand in my submission'. You will be asked to confirm that the work is your own and then to click 'Continue' to finally submit. Please note that you MUST go through this final stage in order to submit for marking. Submitting via Turnitin only does not do this. For more information on how to use the submission process please see:

[https://vle.lsbu.ac.uk/pluginfile.php/1675073/mod\\_resource/content/3/Moodle%20turnitin%20submit%20user%20guide.docx](https://vle.lsbu.ac.uk/pluginfile.php/1675073/mod_resource/content/3/Moodle%20turnitin%20submit%20user%20guide.docx)

Please note that coursework cannot be submitted by email or post or to individual tutors.

**Notes on plagiarism.** Good scholarship requires that you should draw on textbooks, journals and the ideas of others but you should not directly copy their work. This is called plagiarism - the act of presenting the work or ideas of another as your own. Intentional plagiarism is a form of dishonesty, cheating and theft.

Plagiarism can also be unintentional and to avoid this you should, when quoting directly, use double speech marks or indent larger quotations, putting the source in brackets (including the page number) in the Harvard style. When paraphrasing someone (putting a quote or phrase into your own words) you must also give the source.

LSBU has produced a clear guide on plagiarism and the techniques you can employ to avoid unintentional plagiarism. You can access it via the library website or this:

<https://my.lsbu.ac.uk/my/wcm/connect/a805e016-2d8c-40c2-a7ee-703fa8eba1f8/h2g-library-4a.pdf?MOD=AJPERES>

## **Late Work and Extensions**

It is important you meet all deadlines, but if you are having difficulties in doing so it is also important to let us know as soon as possible so we can provide the best support and guidance.

Students must use MyAccount to submit Late Submission or ECs requests.

The Late Submission and Extenuating Circumstances Notification form in [MyAccount](#) allows you to:

- Request the opportunity to submit your work up to 5 working days late for an uncapped mark if this is included as part of your DDS support arrangements;
- Notify us of an unexpected issue which is outside of your control that is impacting an assessment (an 'Extenuating Circumstance'), which **may** allow an uncapped late submission or the opportunity to attempt the assessment at another time;
- Request additional time to submit an upcoming piece of coursework, without having a valid extenuating circumstance (but this will incur a marking penalty of 5% for each working day past the deadline, up to 5 working days).

If you submit an assessment late (up to a maximum of 5 working days), and do not notify us in advance via the Late Submission and Extenuating Circumstances Notification form, then your mark will be capped at a pass.

If you do not attempt your assessment within 5 working days of the main deadline, then you will usually be able to attempt the assessment again during the resit period, but your mark will be capped at a pass (unless you are able to provide evidence of a valid extenuating circumstance, in addition to giving a reason why you were unable to submit this evidence before the deadline had passed).

Full details of our Late Submission and Extenuating Circumstances Notification Procedure can be found [here](#). It provides details for example of what to do in case you ever need to apply for ECs retrospectively (as opposed to making an EC request in advance, which is always the standard approach).

A short video explaining the ECs procedure can be found [here](#).

**In summary, you need to use MyAccount to submit late submission or extenuating circumstance requests.**

## 6. [FEEDBACK](#)

Students can normally expect to receive written feedback no later than 15 teaching days from the deadline submission. This will normally be provided via Turnitin on Moodle.

You **must** keep a copy of the coursework for yourself. All submitted work will be retained by the University as a sample will also be sent to an external examiner for evaluation and approval. This is an integral part of the validation process to ensure that marks are, consistent, fair and appropriate. A sample of student work will be double marked internally.

## 7. [INTRODUCTION TO STUDYING THE MODULE](#)

### 7.1 Overview of the Main Content

- Survey, analysis and plan – origins of a methodology for planners /geographers
- Processes and structures of society – class, race, gender, ethnicity, lifestyle
- The changing economy of the UK – urban and rural impacts
- Understanding locality and place in an era of globalization
- Understanding, interpreting, reading and presenting the neighbourhood
- Data collection and analysis techniques

### 7.2 Overview of Types of Classes

There will be a mixture of traditional lectures, seminars and group discussions.

### 7.3 Importance of Student Self-Managed Learning Time

The anticipated teaching and learning will be achieved through the following indicative hours of activity:

<b>Total Contact Hours:</b>	<b>36</b>
Reading to Reinforce Lectures:	44
Preparation for Classes:	30
Preparation for CW1:	90
<b>Student Managed Learning Hours:</b>	<b>164</b>
<b>Total Learning Time:</b>	<b>200</b>

### 7.4 Employability

This module will provide students with a range of skills relevant to the workplace, such as: data search and interpretation skills; the preparation and submission of reports using Pdf or PowerPoint; the presentational possibilities and limitations associated with such a report; and understanding the statistical and graphic potential of different data sets that you may choose to incorporate into your report.

## 8. THE WEEKLY PROGRAMME OF TEACHING AND LEARNING

Lecture-seminar discussions are used to introduce students to ideas and concepts.  
All sessions taught by Dr Kevin Milburn

Week	
1	Introduction to the module and assessment strategy. Planning, the 'mediation of space' and a 'sense of place'
2	Geographies of Place and the UK in figures
3	Planning, defining and constructing 'good' places
4	Promoting and Positioning Places: Cultural Quarters Also, advice on the Neighbourhood Profile report assessment
5	The Rural Idyll
6	The High Street: Past, Present, Future
7	Gentrification
8	Identity, Place and Space
9	Transport Challenges: Moving (and not Moving) through Space
10	Places of Power, Spaces of Protest
11	Secured by Design
12	Report Guidance Drop-in Session Hand-in Coursework: Neighbourhood Profile report (10.12.2021)
<i>Christmas Holiday!</i>	

## 8.1 Marking Standards

Coursework is assessed in terms of percentage marks on the following criteria. For full details see **ASSESSMENT BRIEF ON MOODLE FOR THIS MODULE**.

- An exemplary piece, covering all aspects of the brief and displaying clarity of thought and creativity in response (70% and above).
- Excellent all- round performance with some aspects outstanding (65-70%).
- Competent in all aspects but sound rather than brilliant, perhaps lacking the imaginative spark of a first-class piece (60-65%).
- Some excellent elements but not fully or evenly developed (55-60%).
- A good piece but flawed in one or two aspects; overall understanding and grasp marred by inadequacy in some areas (50-55%).
- Some aspects rise above adequate performance, but others are under-developed, omitted or even incorrect or badly presented (45-50%).
- Only the basic understanding is adequate; presentation, development, application all lacking (40-45%).
- More effort, the development of potential or better treatment of latent ideas, expression and presentation needed (35-40%).
- Deficient in several aspects, but with some features that with considerable effort could redeem it (30-35%).
- The work has been done in a way that is a long way short of adequate, misdirected and badly presented (25-30%).
- Inadequate work, with maybe only one or two aspects that are barely responses to the brief (20-25%).
- Bad fail, wholly inadequate in every respect (less than 20%).

## 9. [STUDENT EVALUATION](#)

Students generally found this to be a challenging but enjoyable module. On the basis of student feedback more class time (from 2018-9 onwards) is now being devoted to exploring key factors affecting society, space and place. Data collection will be done in the students' own time, with guidance of this continuing in-class.

## 10. [LEARNING RESOURCES](#)

### 10.1 Core Materials (useful texts for the entirety of the module)

- Barnett, C. (2013) How to think about public space. In Cloke, P., Crang, P. and Goodwin, M. (eds) *Introducing Human Geographies*. Abingdon: Routledge. pp. 883-898.
- Cloke, P., Cook, I., Crang, P. and Painter, J. (2004) *Practising Human Geography*, London: Sage.
- Cloke, P., Crang, P. and Goodwin, M. (eds.) (2005) *Introducing Human Geographies*. London: Routledge.
- Cottrell, S. (2013) *The Study Skills Handbook*. Basingstoke: Palgrave Macmillan.
- Cresswell, T. (2013) Place. In Cloke, P., Crang, P. and Goodwin, M. (eds) *Introducing Human Geographies*. Abingdon: Routledge. pp. 249-261.
- Cresswell, T. (2015) *Place: an introduction*. Chichester and Malden, MA: Wiley-Blackwell.
- Dorling, D. (2011) *So you think you know about Britain?* London: Constable.
- Dorling, D. (2015) *Inequality and the 1%*. London: Verso.
- Dorling, D. and Thomas, B. (2004) *People and Places: a 2001 Census Atlas of the UK*. Bristol: Policy.
- Driver, F. (2013) Imaginative Geographies. In Cloke, P., Crang, P. and Goodwin, M. (eds) *Introducing Human Geographies*. Abingdon: Routledge. pp. 234-248.
- Flowerdew, R. and Martin, D. (2005) *Methods in human geography: a guide for students doing a research project*. Harlow: Pearson Education.
- Giddens, A. et al, (2007) *Sociology* (6th ed.). Cambridge: Polity.
- Gilbert, D., Matless, D. and Short, B. (eds.) (2003) *Geographies of British Modernity: Space and Society in the Twentieth Century*. Malden, MA: Blackwell.
- Hayden, D. (1995) *The power of place: urban landscapes as public history*. Cambridge, MA: MIT Press.
- Section 1 (chapters 1-3)
- Healey, P. (2010) *Making Better Places: The Planning Project in the Twenty-First Century*. Basingstoke: Palgrave Macmillan.
- Holloway, L. and Hubbard, P. (2001) *People and place: the extraordinary geographies of everyday life*. Oxford and New York: Routledge.
- Hubbard, P. and Kitchin, R. (eds.) (2011) *Key Thinkers on Space and Place*. Los Angeles: Sage.
- Little, J. (2013) Society-space. In Cloke, P., Crang, P. and Goodwin, M. (eds) *Introducing Human Geographies*. Abingdon: Routledge. pp. 23-36.
- Massey, D. and Jess, P. (eds.) (1995) *A Place in the World?* Oxford: Open University Press.
- Raban, J. (2008 [1974]) *Soft City*. London: Picador.
- Relph, E. C. (1976) *Place and Placelessness*. London: Pion.
- Sheppard, A. and Smith, N. (2013) *Study Skills for Town and Country Planning*, London: Sage.

Shields, R. (1991) *Places on the margin: alternative geographies of modernity*. London: Routledge.

Tuan, Y-F. (2011) *Space and place: the perspective of experience*. Minneapolis: Univ. of Minnesota Press.

## 10.2 Texts you are strongly encouraged to read ahead of specific weeks' classes

### Texts to be read by Week 2:

1. Cloke *et al* (2004) *Practising Human Geography*. London: Sage (Chapters 2 and 3).
2. Cresswell, T. (2013) 'Place', in Cloke, P., Crang, P. and Goodwin, M. (eds.), *Introducing Human Geographies*. London: Routledge (chapter 17).
3. Massey, D. and Jess, P. (1995) 'The contestation of place' in Massey, D and Jess, P (eds.) *A Place in the World?* Oxford: Oxford University Press.

### Texts to be read by Week 3:

1. Healey, P. (2010) *Making Better Places: the planning project in the 21<sup>st</sup> century*. Basingstoke: Palgrave Macmillan (chapters 1 and 2).
2. Manuel-Navarrete and Redclift (2009) *The role of place in the margins of space*.  
[https://www.researchgate.net/publication/267300460\\_The\\_role\\_of\\_place\\_in\\_the\\_margins\\_of\\_space](https://www.researchgate.net/publication/267300460_The_role_of_place_in_the_margins_of_space)
3. Matless, D. (2005) Sonic geography in a nature region. *Social & Cultural Geography*, 6(5), 745-766.

### Text to be read by Week 4:

1. Flowerdew, R. and Martin, D. (2005) *Methods in human geography: a guide for students doing a research project*. Harlow: Pearson Education (Chapter 5).

### Text to be read by Week 8:

1. Rose, G. (1995) 'Place and identity: a sense of place' in Massey, D. and Jess, P. (eds.) *A Place in the World?* Oxford: Oxford University Press.