1. **Title of the module**

HECO3140 (SE314) Contested environments: People and Nature in the 21st Century

1. **School or partner institution which will be responsible for management of the module**

School of Anthropology and Conservation

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA in Environmental Social Science

BSc in Human Ecology

BSc in Wildlife Conservation

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 understand the relationship between society and nature from different disciplinary starting points in the social sciences, including introductory knowledge of some of the key concepts and theoretical frameworks they use;

8.2 acquire specific knowledge about the scope of environmental issues arising from society- nature relationships across different geographical and land use contexts;

8.3 understand the historical evolution of environmental debates in government, business and civic society;

8.4 link understanding of environmental issues to wider ethical frameworks and approaches to the sustainable management of natural resources.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 conduct basic research by using the library, e-journals and other on-line resources

9.2 organise information in a clear and coherent manner in essays and in seminar-based group discussions

9.3 demonstrate a rudimentary understanding of the contribution of theory and research to the solution of problems

9.4 analyse and utilise data drawn from research and official sources at a rudimentary level

1. **A synopsis of the curriculum**

This module provides an introduction to contemporary discourses and issues surrounding the relationship between nature, environment and society. The module begins by introducing people to the idea of ‘environment’, and specifically, to the range of assumptions we might hold about the relationship between environmental processes and human identity and behaviour. We go on to examine how ideas of human-environment relations play out across different geographical and land use contexts, at a range of different spatial scales (global, national, regional, urban and rural), and within the context of different stakeholder and social groups (such as policy makers, pressure groups, the media, and publics). More generally we provide a framework for critically evaluating the values and ethical assumptions that lay behind human constructions and uses of the non-human world and how we might manage, respond to and construct a range of environmental issues from a government, business and civic society starting point. More generally, the module aims to introduce students to basic conceptual distinctions that cut across these relationships, including ideas of ‘local and global’, ‘culture and nature’, and ‘representation and materiality’

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Carolan, M. (2012) *The Sociology of Food and Agriculture*, Routledge

Descola, P and Palsson, G (eds) (1996) *Nature and Society: anthropological perspectives*, Routledge

Dickens, P. (2004) *Society and Nature*, Cambridge.

Goldblatt, D. (1996) *Social Theory and the Environment*, Cambridge

**Hinchliffe SJ** (2007). Geographies of Nature London, Sage.

**Hinchliffe S, Blowers A, Freeland J** (2003). Understanding environmental issues, Wiley-Blackwell

Hulme, M. (2010). *Why We Disagree About Climate Change,* Cambridge

Lomborg, B. (2001) *The Skeptical Environmentalist*, Cambridge

Robbins, P., Hintz, J., & Moore, S. A. (2010). *Environment and society,* Wiley-Blackwell

Rockström, J *et al*. (2009). A safe operating space for humanity. *Nature* 461:472-475

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 130

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

*Essay (2500 words) (50%)*

*Examination, 2 hours (50%).*

13.2 Reassessment methods

Like for Like.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| *Lectures* | **X** | **X** | **X** | **X** |  |  |  |  |
| *Seminar* | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| *Essay* | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |
| *Examination* | **X** | **X** | **X** | **X** | **X** |  | **X** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The course materials are thematically orientated towards issues of global environmental change and thus have a strong international component.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018