1. **Title of the module**

ANTS6210 (SE621) The Human-Environment Nexus: Contemporary Issues and Critical Approaches

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 6

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)**

Spring

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

None

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

BSc Anthropology

BSc Biological Anthropology

BSc Human Ecology

BSc Human Geography

BSc Wildlife Conservation

BA Environmental Social Science

BA Social Anthropology and associated programmes

Available as wild

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

8.1 Demonstrate a sound understanding of a number of contemporary issue and debates relating to how the human-environment interface is understood and theorised.

8.2 Critically describe and comment on emerging approaches informing environmental and social anthropology, such as environmental humanities, post-humanism, the ontological turn, new animism studies, and the relationship between energy and society. .

8.3 Think critically about and engage in-depth with a challenging range of perspectives that characterise the rapidly evolving fields of human ecology and environmental anthropology.

8.4 Understand in depth and critically reflect on the epistemic and methodological challenges of examining issues relating to human-environment relations, their dynamism and scale.

8.5 Apply meaningful insights and critical understanding in a manner that contributes to a more sophisticated and coherent understanding of the complex nature of todays’ cascading socio-ecological crises.

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

9.1 Demonstrate ability and confidence in analytic skills.

9.2 Form a coherent, logical and well-supported argument based upon selection a reading and synthesis of scholarly sources.

9.3 Work independently to identify, manage and make use of scholarly written sources and primary material in their work.

9.4 Facilitate group discussion and peer-to-peer learning.

1. **A synopsis of the curriculum**

This module emerges out of the fact that the human-environment nexus has, in recent years, become an area of intense debate and polarisation, both social and intellectual; a space in which many of the core categories within the natural and social sciences - be these the ‘nature’, ‘society’, ‘humanity’ or indeed ‘life’- are being reconsidered and reconfigured. By engaging with recent debates and case studies from different regions it seeks to critically assess, compare and contrast some of the key contemporary, at times controversial, debates that engage collaborators, colleagues and critics from diverse academic specialties and perspectives. Through the use of lectures, and student-led seminar discussions focused on specific papers and case studies, it seeks to review and compare some of the concepts and approaches used to research, analyse and theorise the intersecting and mutually constituting material, symbolic, historical, and political dimensions of human-plant and human-environment relations. It also seeks to assess how such an understanding can better guide our attempts to address the complex socio-environmental problems facing our world and our future by explicitly addressing the issue of complexity and scale, both in space and over time.

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

Cassidy, R. and M. H. Mullin, Eds. (2007). *Where the wild things are now: domestication reconsidered*. Oxford; New York, Berg.

Goldman, M., et al., Eds. (2011). *Knowing Nature conversations at the Intersection of political ecology and science studies*. Chicago; London, University of Chicago Press.

Hornborg, Alf, Brett Clark, and Kenneth Hermele. 2012. *Ecology and Power: Struggles over Land and Material Resources in the Past, Present, and Future*. London: Routledge.

Ingold, T. (2011). *Being alive: Essays on movement, knowledge and description*. Taylor & Francis.

Kirksey, E., (2015). *Emergent ecologies*. Duke University Press.

Kopnina, H. and Shoreman-Ouimet, E. eds., (2017). *Routledge Handbook of Environmental Anthropology*. Rutledge.

Orr, Y. et al. (2015). "Environmental anthropology: systemic perspectives" *Annual Review of Anthropology* 44: 153-168.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Essay (3,000 words) (60%)

Book Review (2000 words) (40%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| *Lectures* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Independent Study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| *Book Review*  *(based on group discussion)* | **x** | **x** | **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**

This module exposes students to a wide variety of concepts and materials from across different regions of the globe and intellectual traditions. The reading list is comprised of research produced by internationally acclaimed scholars, who contribute to the internationally shared public concerns of our times. These two elements are central to the internationalisation dimension of this module and contribute to the pedagogical cultivation of global citizenship.

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**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) |
| 21/09/20 | Minor | January 2021 | 7, 8, 10, 12,13.1,14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018