1. KentVision Code and title of the module

GEOG3001 People, Place and Environment

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Anthropology and Conservation

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn term

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Compulsory to the following courses:

* BA Environmental Social Sciences
* BSc Human Geography
* BSc Wildlife Conservation

Also available as an elective module

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

8.1 Understand and characterise the changing relationship between people, place and environment from different interdisciplinary social science perspectives.

8.2 Demonstrate shifts in environmental debates across government, business and civic society, and the associated management of environment issues.

8.3 Critically engage with and understand the complexity of sustainable development issues.

8.4 Understand the changing roles and relationships between people, place and environment at range of spatial scales including locality, nation states and regional blocs and more generally in the context of globalisation.

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

* 1. Conduct scholarly research by using the library, e-journals and other online resources.

9.2 Organise information in a clear and coherent manner in written format.

9.3 Demonstrate critical reasoning skills.

9.4 Demonstrate critical thinking and analyse and utilise data drawn from research and published sources.

## A synopsis of the curriculum

This module provides a comprehensive introduction to people, place and the environment. In the first half of the module we explore this relationship through the lens of contemporary environmentalism. We consider how environmental issues are framed and managed by different societal stakeholders (such as policy makers, scientists, the media, activists) and introduce a series of core concepts of relevance to contemporary environmental management, including sustainability, resilience and environmental economics. In the second half, we explore the broader social and spatial dynamics that govern how the relationship between people, place and the environment takes shape, including urbanisation and the rise of mega-cities, the changing role of regional blocs and nation states, and changing geographies of gender, class, and ethnicity.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

## Assessment methods

13.1 Main assessment methods

* Essay 2,000 words (50%)
* Examination, 2 hours (50%).

13.2 Reassessment methods

100% coursework (3,000 words)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 14)

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Lectures | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module provides a comprehensive introduction to environmental sustainability, using a strongly interdisciplinary approach based on human and environmental geography. Students will gain an understanding on environmental sustainability in the context of the Anthropocene (understanding human impacts on nature) as well as learning about global environmental challenges and exploring real world sustainability problems. In the second part of the module, it focuses on the complex and changing relationships between society and space, which is by definition, global in its concern. In terms of its subject, content case studies will be presented from across the globe. Regarding assessment tasks, although some students may opt to analyse British examples in their written assignment, it is equally likely that many may opt focus their analysis upon case studies from overseas, possibly located in Europe, or further afield including the less developed world.

**DIVISIONAL USE ONLY**

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

| **Date approved** | **New/Major/Minor revision** | **Start date of delivery of (revised) version** | **Section revised (if applicable)** | **Impacts PLOs (Q6 & 7 cover sheet)** |
| --- | --- | --- | --- | --- |
| 28/01/2019 | Major | September 2019 | 1,8,13 | No |
| 20.01.22 | Major | Autumn 2022 | 1, 7, 8, 9, 10, 13, 14, 17 | No |