1. **Title of the module**

GEOG3002 Geographies of People and Place

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 (7.5 ECTS)

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

Autumn or Spring

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

None

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

Compulsory for:

BSc in Human Geography;

Optional for:

BA in Environmental Social Sciences;

BSc in Wildlife Conservation

BSc Anthropology

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

8.1 Understand the relationship between human society and how it is organised and reproduced spatially.

8.2 Evaluate the key drivers of the spatial constitution of society.

8.3 Understand the changing roles and relationships between society and space at range of spatial scales including locality, nation states and regional blocs and more generally in the context of globalisation.

8.4 Outline the main debates over the role of social-economic drivers of spatial change

8.5 Understand the key concepts of the changing geographies of gender, class and ethnicity and how these relate to the spatial reproduction of human societies over time.

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

9.1 Demonstrate their critical thinking.

9.2 Articulate and defend arguments and work towards critically understanding problems

* 1. Organise information in a clear and coherent manner
	2. Analyse and utilise data drawn from grey and academic literature
1. **A synopsis of the curriculum**

This module introduces the discipline of Human Geography. The module examines the complex and changing relationships between society and space, specifically, how human social relations are constructed and reproduced spatially. The coverage of this module will focus on the salient expressions of social-spatialisation, for example urbanisation and the rise of mega-cities, agriculture and food systems , the changing role of regional blocs and nation states, transnational corporations and corporate power, and changing geographies of gender, class, and ethnicity and how these aspects are reproduced spatially at different scales.

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

Cloke, P. Crang, P. and Goodwin, M. (2014) (3rd Edition) Introducing Human Geographies. Routledge, London.

Daniels, P. et al. (eds) (2016) (5th Edition) An Introduction to Human Geography. Pearson, London.

Aitken, S. and Valentine, G. (eds) (2006) Approaches to Human Geography, Sage, London.

Plus selected articles from leading international academic journals such as *The Geographical Journal; Geojournal; Geoforum; Environment and Planning D: Society and Space; Progress in Human Geography*

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**

13.1 Main assessment methods

 Essay (2000 words) (40%)

 Examination, 2 hours (60%)

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** | **Hours allocated** |  |  |  |  |  |  |  |  |  |
| *Private Study* | 128 | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| *Lectures* | 11 | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| *Seminars* | 11 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Essay (2000 words in length)* |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Exam*  |  | **x** | **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**

The focus of this module, the complex and changing relationships between society and space, by definition, is global in its concern and thus the scope of this module is international throughout. 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**

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 06/06/2019 | Minor | Sept 2019 | 12 |  |
| 21.07.21 | Minor | Sept 2021 | 5,7,8,9,10,12,14 | No |