1. **Title of the module**

HECO5420 (SE542) Environment, Culture and Society

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

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**

BA Environmental Social Science

BSc Human Ecology

BSc Wildlife Conservation

BA Social Anthropology

BSc Anthropology

BSc Human Geography

BSc Biological Anthropology

Avaliable as a wild module

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

8.1 Demonstrate broad outline knowledge of the comparative human ecology of different kinds of subsistence systems

8.2 Assess evidence and articulate theories concerning the relationship between culture, social organisation and ecology

8.3 Evaluate critically arguments and data in the field of environmental anthropology

8.4 Compare and contrast natural and social science approaches to the understanding of human environment relations

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

9.1 Locate relevant sources of data (using library holdings and electronic sources) for particular assignments: essay writing, seminar presentation, note taking

9.2 Summarise, interpret, and present data in oral and written form (essays, seminars)

9.3 Relate ideas and material in one context (lectures) to material in another (seminars)

1. **A synopsis of the curriculum**

This is an introduction to anthropological approaches to the environment, and a critical exploration of theories concerning the relationship between culture, social organisation and ecology. The topics covered will include problems in defining nature and environment, cultural ecology, biological models and the concept of system, indigenous and local knowledge systems, the concept of adaptation, the ecology of hunting and gathering peoples, small scale agriculture and pastoralism, development and the SDGs, the anthropology of the environmental movement, multispecies ethnography, the more-than-human and the anthropology of climate and climate change.

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

Howard, P., G. Pecl, R. Puri and T. Thornton. 2019. *Human Adaptation to Biodiversity Change in the Anthropocene*. *Ambio* Vol 48, no 12 Special Issue. Springer.

Kopnina, H. and Shoreman-Ouimet, E. eds., 2016. *Routledge handbook of environmental anthropology*. Taylor & Francis.

Barnes, J. and M. Dove 2015. *Climate Cultures*. Yale UP.

Dove, M.R. and Carpenter, C. 2008. *Environmental Anthropology: A Reader.*

1. **Learning and teaching methods**

This module will be taught by lectures, seminars and private study.

Total contact hours: 24

Private Study Hours: 136

Total Study Hours: 150

1. **Assessment methods**
	1. Main Assessment Method

Essay: 2500 Words (50%

Exam: 2 hours(50%)

13.2 Reassessment methods

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* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** | x | x | x | x | x | x | x |
| Lectures | x | x | x | x |  |  | x |
| Seminars | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | x | x | x | x | x | x | x |
| Exam | 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 is an introduction to environmental anthropology, and a critical exploration of theories concerning the relationship between culture, social organisation and ecology.

**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) |
| 14/02/2018 | Major | January 2019 | 1 | No |
| 08/01/20 | Minor | January 2021 | 1,6,7,10,11,13 | No |