1. **Title of the module**

WCON5310 (DI531): Human Wildlife Conflict and Resource Competition

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)**

Autumn term

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

None

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

BSc Wildlife Conservation

BA Environmental Social Sciences

BA Human Ecology

Also available as an elective module

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

8.1: Critically engage with theoretical questions and practical challenges posed by human-wildlife conflicts (HWCs) and resource competition.

8.2: Demonstrate familiarity with the multidisciplinary dimensions of human-wildlife conflict issues and their global scope

8.3: Demonstrate an understanding of how to study HWCs, to design conflict mitigation schemes, and to evaluate their effectiveness.

8.4: Demonstrate knowledge of the differing implications and impacts of HWCs across protected and non-protected area landscapes.

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

9.1: Apply critical thinking in writing, debate and presentation

9.2: Integrate theory and practice

9.3: Communicate with their peers in an academic setting.

9.4: Use a variety of tools effectively to conduct research.

9.5: Coherently present published data supported by quantitative and qualitative evidence both verbally and in written form.

9.6: Engage effectively in independent research and learning required for further study or professional work.

1. **A synopsis of the curriculum**

Human-wildlife conflicts and resource competition imply costs on human social, economic or cultural life and on the ecological, social or cultural life of wildlife concerned, often to the detriment of conservation objectives and socio-economic realities. This module aims to introduce students to the magnitude and multidisciplinary dimensions of human-wildlife conflicts (HWC) and resource competition, and current approaches and challenges in mitigating and preventing HWC. We will explore how theoretical frameworks for approaching HWC are most often confined within disciplinary boundaries and how more holistic approaches can better equip conservationists and other professionals in dealing with the issue. Using a variety of teaching and learning methods, students will learn about issues involved in determining and analysing HWC, and planning, implementing and evaluating conflict mitigation or prevention schemes.*.*

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

Hill, C. M., Webber, A. D., & Priston, N. E. C. (Eds.). (2017). *Understanding Conflicts About Wildlife: A Biosocial Approach*. Oxford: Berghahn.

Hockings, K. & Humle, T. (2009). Best Practice Guidelines for the Prevention and Mitigation of Conflict between Great Apes and Humans. Gland, Switzerland: SSC Primate Specialist Group of the World Conservation Union: <https://portals.iucn.org/library/efiles/documents/ssc-op-037.pdf>

Knight J. (2000) *Natural Enemies: Human-Wildlife Conflict in Anthropological Perspective.* London Routledge.

Knight J. (2006) *Waiting for Wolves in Japan: An Anthropological Study of People-Wildlife Relations*. Oxford: Oxford University Press.

Macdonald W.D. & Willis K.J. (Eds.) (2013) *Key Topics in Conservation Biology 2.* Oxford: Wiley-Blackwell

Sillero-Zubiri C. et al. (2007) Living with wildlife: the roots of conflict and the solutions. In: Macdonald W.D (Ed.) *Key Topics in Conservation Biology*. Oxford: Blackwell.

Woodroffe R. et al. (2005) *People and Wildlife: Conflict or Coexistence?* Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

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

Total Contact Hours: 25

Private Study Hours: 125

1. **Assessment methods**

Main assessment methods

60% Essay – no more than 3,000 Word: 60%

Abstract: 20%

Debate Assessment: Group Debate: 20%

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* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |
| Seminars |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Independent study |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *Essay* |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| *Abstract* |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| *Debate* |  | **X** | **X** | **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 Campus

1. **Internationalisation**

This module exposes students to the global dimensions of human-wildlife interactions (rural/urban and protected and non-protected areas context, as well as developing/developed countries) and research findings that have contributed evidence and theoretical insights for understanding human-wildlife coexistence around the world. The reading list is comprised of both anthropological and conservation readings from different parts of the world and research produced by prominent international research experts and groups, including international collaborative efforts. These two elements are central to the internationalisation dimension of this module.

1. **Partner College/Validated Institution**

Not Applicable

1. **University School responsible for the programme**

School of Anthropology and Conservation

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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) |
| 31/01/2018 | Minor | September 2018 |  | No |
|  |  |  |  |  |